



ILLINOIS

HISTORY • GOVERNMENT • GEOGRAPHY

Kilduff
•
Pygman




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ILLINOIS HISTORICAL SURVEY

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ILLINOIS

History Government
Geography



Dorrell Kilduff
C. H. Pygman

Follett Publishing Company Chicago

*By thy rivers gently flowing, Illinois, Illinois,
O'er thy prairies verdant growing, Illinois, Illinois,
Comes an echo on the breeze,
Rustling through the leafy trees, and its mellow tones are these,
Illinois, Illinois,
And its mellow tones are these, Illinois.*

*From a wilderness of prairies, Illinois, Illinois,
Straight thy way and never varies, Illinois, Illinois,
Till upon the inland sea,
Stands thy great commercial tree, turning all the world to thee,
Illinois, Illinois,
Turning all the world to thee, Illinois.*

*When you heard your country calling, Illinois, Illinois,
Where the shot and shell were falling, Illinois, Illinois,
When the Southern host withdrew,
Pitting Gray against the Blue, There were none more brave than you,
Illinois, Illinois,
There were none more brave than you, Illinois.*

*Not without thy wondrous story, Illinois, Illinois,
Can be writ the nation's glory, Illinois, Illinois,
On the record of thy years,
Abraham Lincoln's name appears, Grant and Logan, and our tears,
Illinois, Illinois,
Grant and Logan, and our tears, Illinois.*

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The table on page 141 is reprinted from *The St. Lawrence Seaway*, a study prepared by Dr. Joseph A. Russell, head of the Department of Geography, University of Illinois, for the Chicago Association of Commerce and Industry.

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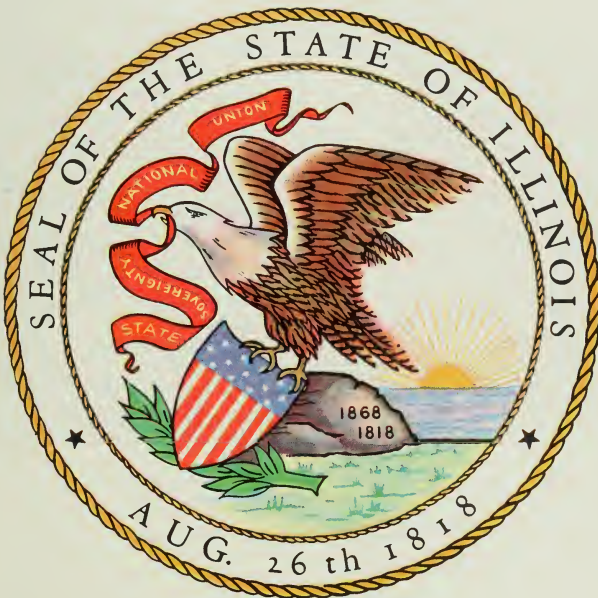
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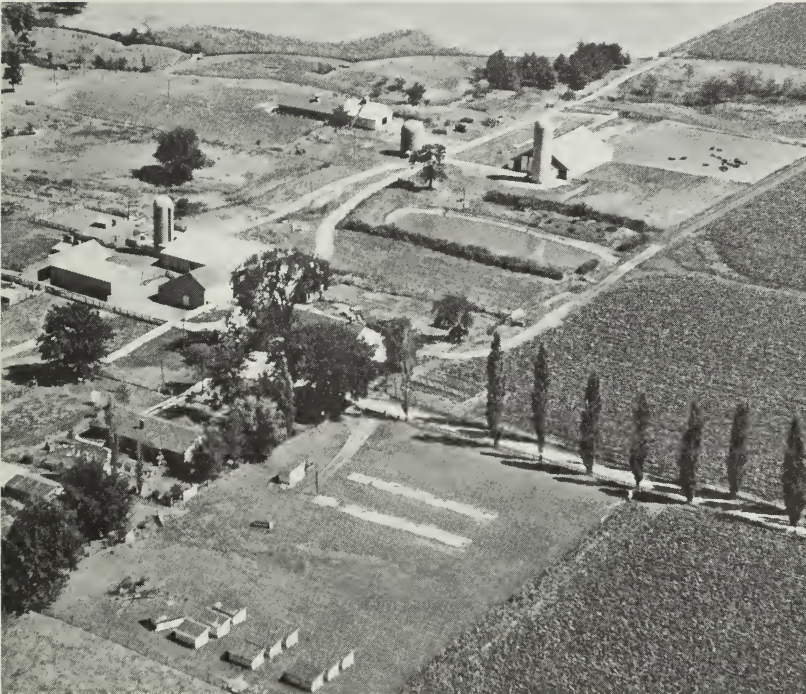


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“From a wilderness of prairies”



The rolling prairies of long ago gave way to neat farmsteads that laid the basis for our state's prosperity. Now industrial towns and cities have grown up across the land, to make Illinois a leader in manufacturing as well as in agriculture.

From a wilderness of prairies

How has Illinois grown “from a wilderness of prairies” to a prosperous state supporting a population of more than 10 million? The answer is that Illinois is rich in natural advantages.

One of the greatest of these is its location. Others are fertile plains suitable for farming, a favorable climate, and valuable mineral resources.

All these resources, however, would have been of little value without people who could make good use of them. It is the people of Illinois who by their ideas, their skills, and their energy have made our state what it is today.

Thanks to what they have done, Illinois has become great. Similar opportunities exist for everyone living in Illinois today. You, too, can share in building a greater future for our state.

READ TO FIND OUT

- 1 How has our state's location been an advantage for growth and progress?
- 2 What are the physical features of Illinois?
- 3 What kind of climate has Illinois?
- 4 What are Illinois's chief natural resources?

WORD LIST

continental climate
glacial drift

growing season
precipitation



1

Heartland of America

Our state is located in the heartland of America, on the plains that extend from the Rocky Mountains to the Appalachians. The flatness of these plains has encouraged the building of railroads, roads, pipelines, and airports. Such transportation lines are like veins and arteries carrying lifeblood to and from the heart of America. They enable Illinois to draw upon resources from north, south, east, and west, as well as to supply markets in all directions.

Illinois also has good access to waterways. Look at the map on the opposite page. What river bounds Illinois on the west? Which two rivers form our southeastern boundary? What river flows diagonally across the state, from northeast to southwest? Which of the Great Lakes borders Illinois?

These waterways played an important role when white men first explored and settled Illinois, and they are still important today. By means of the Illinois River and man-made canals, barges from the Mississippi and its tributaries can travel to Lake Michigan.

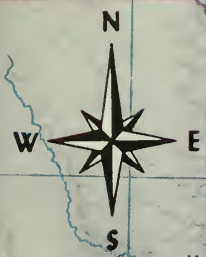


WISCONSIN

Lake Michigan

IOWA

INDIANA



MISSOURI

KENTUCKY

Illinois

IN GRAPHIC-RELIEF

★ State Capitals



Cities of more than 200,000 population

- Cities of between 75,000 and 200,000 population
- Cities of between 35,000 and 75,000 population
- Cities of less than 35,000 population

SCALE OF MILES

0 10 20 30 40 50 60 70 80 90 100

1 INCH = 45 MILES

Then, at Chicago, this river traffic meets Great Lakes shipping. The opening of the St. Lawrence Seaway in 1959 has made it possible for large ocean-going vessels to penetrate deep into the continent of North America. Because water transport for bulk shipments tends to be cheaper than land transport, this network of inland waterways is carrying more and more freight. And our state is a vital link in this network.

PLAINS, HILLS, AND RIVERS

Illinois extends 385 miles from north to south. Use the scale of miles to find its greatest width. Its area, according to the 1960 census, is 56,400 square miles.

Most of this area consists of a flat or rolling plain, which was formed by glaciers thousands of years ago. These great ice masses moved slowly over the land, leveling the hills and filling the river valleys with layers of *glacial drift*. The map on this page shows you which parts of Illinois were not covered by glaciers.

No part of our state is very far above sea level. The highest point in Illinois—Charles Mound, in the northwest—is less than 1,250 feet high. The lowest point, where the Ohio River joins the Mississippi, is less than 300 feet high.

The landforms of Illinois are similar to those in neighboring states. The broad plain that covers most of Illinois is a part of the Central Plains that also run through

Iowa and Indiana. The hills of northwestern Illinois and the lakes of the northeast are a continuation of the hills and lakes in southern Wisconsin. A small part of southwestern Illinois is an extension of the Ozark Plateau in Missouri. In the south, the rugged Shawnee Hills are part of the Interior Low Plateaus that extend into Kentucky. The lowland plain at the southern edge of our state is part of the Coastal Lowland Plain that stretches 500 miles to the Gulf of Mexico.

Illinois is well drained by numerous rivers. Most of these run southwest into the Mississippi. A few in the east and south flow into the Wabash or the Ohio. The hilly lands in the southern part of the state encourage rapid runoff of water; so floods may be a problem in the spring of the year. High levees have been built to control the flood waters of the Mississippi and the Ohio.

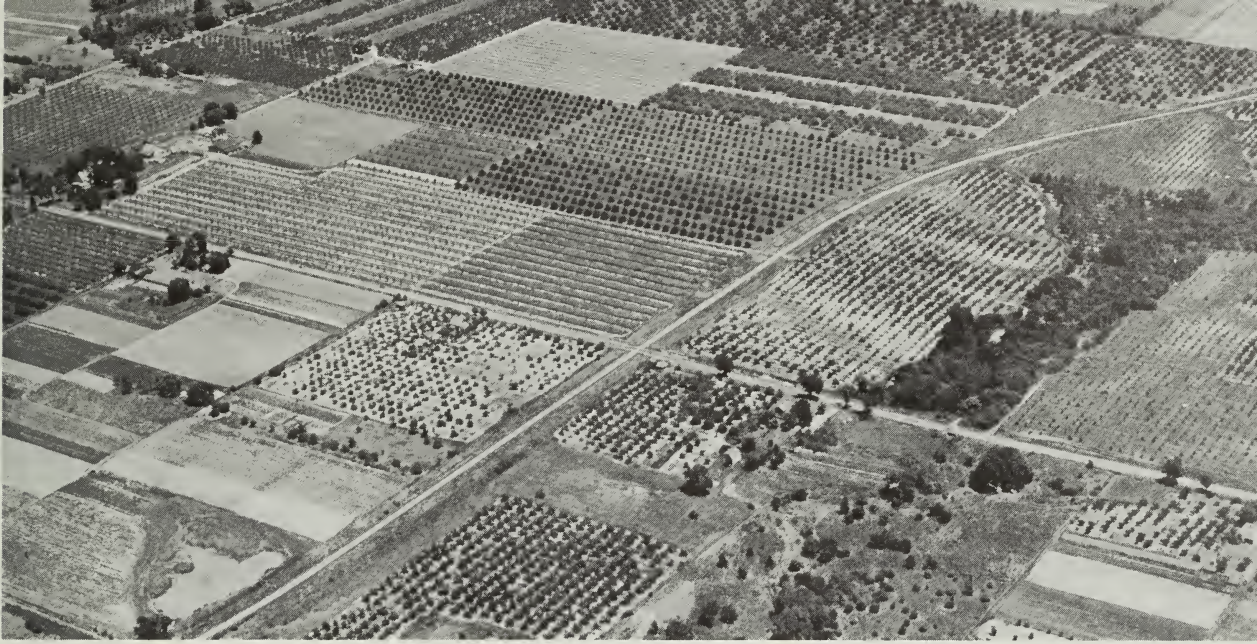
2

Climate

As an inland state, most of Illinois has a *continental climate*. This means one with cold winters and hot summers, and a great day-by-day variety of temperature, humidity, cloudiness, and wind direction. The U.S. Weather Bureau, in an article about the climate of Illinois, says: "Without the protection of natural barriers such as mountain ranges, Illinois experiences the

At one time, most of Illinois was covered by glaciers. The layer of rich soil deposited by a glacier is called glacial drift. The "driftless area" shown here was not covered by the ice sheets. What other part of our state was untouched by glaciers? How does that part look on the map on page 7?





full sweep of the winds which are constantly bringing in the climates of other areas. Southeast and easterly winds bring mild and wet weather, southerly winds are warm and showery, westerly winds are dry with moderate temperatures, winds from the northwest and north are cool and dry.”

Westerlies, the prevailing winds blowing across Illinois from west to east, encounter cold air moving south from the Arctic and hot moist breezes sweeping north from the Gulf of Mexico. The clash of these forces results in the frequent changes in temperature characteristic of Illinois weather.

Because Illinois stretches almost 400 miles from north to south, its climate varies according to latitude. In latitude, Illinois reaches as far north as Boston, Mass., and about as far south as Norfolk, Va. Hence, seasons in the northern part of our state tend to be different from those in the southern part.

In the northern part of Illinois, winters are cold. On an average, there are about 12 days a year when the temperature drops below zero. Much of the winter *precipitation* falls as rain, but about 20 per cent of it falls as snow. The amount of snow varies greatly from year to year. Chicago has received as little as 10 inches in a year, and

The plains of Illinois are well suited to broad fields and orchards linked by fine highways. Would you expect agriculture to be one of the chief occupations in our state? What kinds of manufacturing might develop in an agricultural state?

as much as 66 inches. Generally, the largest amount of snow—an annual average of more than 36 inches—falls in the northwest part of the state.

In the southern part of the state, winters are milder. Only on an occasional day does the temperature drop below zero. Most of the winter precipitation falls as rain, with only about 5 per cent as snow. But in the south, as in the north, there may be extreme variation from time to time. For example, in one unusual winter, Cairo got 48 inches of snow.

Summers in Illinois are much more uniform than winters. In all parts of the state, summers tend to be hot and humid. Cool air from Canada brings relief from heat waves in the north more often than in the south. As a rule, summer thunderstorms bring plenty of rain to the whole state. Droughts are rare. The summer heat and rain are good for crops, especially corn, which requires hot nights as well as hot days.



GROWING SEASON

The *growing season*—the period between the last killing frost in the spring and the first killing frost in the fall—is longer in the south than in the north. In the extreme south, the last killing frost usually comes toward the end of March, and the first killing frost in late October. This gives a growing season that is about seven months long. By contrast, the growing season is about five months long in the extreme north, where the last killing frost usually comes the first week in May, and the first killing frost comes early in October. In between these extremes, the growing season varies considerably. Look at the map on page 145 to see how long the growing season lasts in the region where you live.

This is Chicago's skyline, seen from Lake Michigan. The strip of green along the lake is part of Grant Park, Chicago's "front yard" that has been kept for the enjoyment of her people. Do you recognize any of the buildings?

In pioneer days, forests covered some 14,000,000 acres, or about 40 per cent of the state. These forests were mostly in southern Illinois or along the rivers. As the land was cleared for farming, many of these forests disappeared. Now only about 4,000,000 acres of forests remain. But reforestation is under way on land not suited to farming.

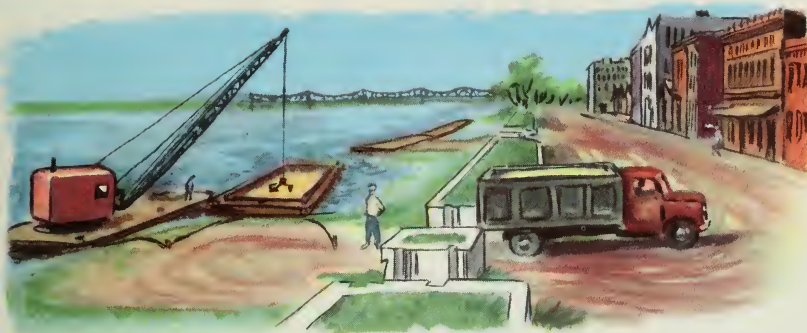
The fish, animals, and birds of Illinois were a mainstay of life for the Indians and pioneers who first lived here. Though these wildlife resources no longer have commercial importance, they are increasing in recreational value.

Illinois has a wealth of mineral resources, especially oil, coal, and limestone. These resources are essential to the development of manufacturing and transportation.

How we use and develop these natural resources will be discussed in detail in later chapters. There we shall see that it is the people of Illinois who are the vital resource in the state. Their ideas, their skills, their energy have transformed a wilderness of prairies into a dynamic leader in agriculture, manufacturing, and commerce.

Natural resources

Illinois's fertile soil was the natural resource that laid the foundation for our state's prosperity. In combination with the flat terrain, long growing season, ample rainfall, and hot summers, it has enabled our farmers to become world leaders in raising crops and livestock.



Barges unloading on the levee at Cairo.

Union Memorial Building, University of Illinois, at Urbana.



Corner of the square in Peoria's downtown business section.

The cities of Illinois are noted for commerce, industry, education, and government. For a list of cities with populations of 25,000 or more, see the table on page 182.



Winnebago County Courthouse, at Rockford.



River scene on the Des Plaines River at Joliet.

The Terminal, or transfer point, for bus lines in Decatur.



Checking up

1. What are the advantages of Illinois's location?
2. Describe the surface of the state.
3. What is a continental climate?
4. What are the differences between northern and southern Illinois in temperature? In rainfall? In growing season?
5. Discuss the value of such Illinois resources as soil, forests, wildlife, and minerals. What other great resource do we have?

SEEING CHAPTER 1 AS A WHOLE

A chapter check-up

1. On an outline map of Illinois, label Lake Michigan and the chief rivers. Locate the highest point in the state. Write in the names of landforms mentioned in this chapter. Add one other related factor, such as mineral resources, rainfall, forests, etc.
2. List and evaluate the natural advantages of our state.
3. From a *World Almanac*, find the area and population of all the states of the United States. How does Illinois rank among the states in area? In population?

Our Illinois heritage

The prairies of Illinois were the first large area the pioneers encountered where wood was not readily available for building fences. One solution to this problem was to plant a Texas hedge tree that we call the Osage orange or hedge apple. So many of these young trees were brought to Illinois that several well-known nurseries of central Illinois got their start by hauling hedge trees from Texas. These grew rapidly and soon provided a living fence that was "horse high, bull strong, and hog tight."

Smooth wire fencing was also tried, but this was unsatisfactory. Animals soon learned to step on the lower strand and duck under

the upper one, letting it slide over their backs. What was needed was a wire fence with "thorns." An Illinois man, Joseph F. Glidden, invented such a fence—the barbed-wire fence. Manufactured in De Kalb, it was put on the market in 1875 and soon became the chief means of fencing the plains.

Did you know?

Did you know that the part of Illinois south of a line drawn eastward from St. Louis is commonly called *Egypt*? Its inhabitants are called Egyptians, and two of its towns are Cairo and Thebes. The name Egypt was first applied to this region because its fertile river valleys seemed as rich as the fabulous Nile delta. (Actually, much of southern Illinois is hilly, rough, and unglaciated; but, unlike the real Egypt, it is well watered.) Today, the wealth of "Egypt in Illinois" lies not only in the fruit-tree crops raised in its rich soil. Its excellent recreational opportunities bring numerous visitors to the region. And its mild climate attracts many "senior citizens" of Illinois to build retirement homes there.

Expanding your interests

1. The Department of Registration and Education, Division of Industrial Planning and Development, puts out an *Atlas of Illinois Resources*, which would provide source material for a variety of map projects. Four sections (available at \$2.00 each) are entitled: *Water Resources and Climate*; *Mineral Resources*; *Forest, Wildlife, and Recreational Resources*; and *Transportation*.

2. From the Illinois State Museum at Springfield, schools can obtain a series of interesting pamphlets. Among the titles are *Illinois Mammals*, *Amphibians of Illinois*, *Reptiles of Illinois*, etc. A visit to this museum is a worthwhile part of any excursion to Springfield. There you can see a large map of Illinois minerals, displays of native animals in their natural habitat, and other interesting exhibits.

3. From the list of books in the Appendix, choose one that will tell you more about the land and resources of Illinois.



“Not without
thy wondrous
story”



“The Pioneers,” on the northwest pylon of the Michigan Avenue bridge commemorates the arrival of Chicago’s first permanent settlers, who made their home near this spot. The sculptor of this work was James Earle Fraser. It was presented to the city by William Wrigley, Jr.

Not without thy wondrous story

In Chapter 1 we learned that the people of Illinois are one of the resources that have made our state great. Now let's find out who these people were, how they came here, and why.

Most important of all, let's learn how they have helped to write the "wondrous story" of Illinois on the pages of history.

We can take great pride in the contributions Illinois has made to our "nation's glory." For the benefits Illinois has received from being part of the United States of America, we should continue to give our loyalty and support to the nation.

READ TO FIND OUT

- 1 Who were the earliest people in Illinois?
- 2 Which Europeans first explored and colonized Illinois?
- 3 How did it happen that Illinois changed hands three times within fifteen years?
- 4 What were the main events in the history of our young "Prairie State"?
- 5 What were the chief landmarks in our past century of progress?

WORD LIST

abolitionist	judge
artifact	militia
commandant	Mound Builders
gentry	Northwest Territory
habitant	notary



Statue of La Salle, in Lincoln Park, Chicago.

1

The first people in Illinois

For more than 10,000 years before the white men arrived in the region we now call Illinois, there were Indians living here. The earliest ones that we know much about were the *Mound Builders*. Several groups of these people flourished in Illinois over a period from 300 B.C. to A.D. 1500.

THE MOUND BUILDERS

The reason that we have been able to learn about the life of these Indians is that they built large mounds of earth, in various river valleys. One group of mounds may still be seen in Cahokia Mounds State Park, near East St. Louis. This group includes the largest one of all—Cahokia Mound, or Monk's Mound. Smaller mounds may be found in the Illinois River valley and in the northern part of the state.

These mounds served different purposes. Some, like Monk's Mound, were platforms for conducting religious ceremonies. Some were fortresses for defense. But most of them were burial mounds, and it is from these that we have learned many things about the people who built them.



Monk's Mound (left) is 100 feet high and covers 16 acres. At Dickson Mounds State Park, Indian skeletons and artifacts have been uncovered by careful excavation.

By digging in these mounds and studying the objects found, archeologists can reconstruct long-ago life. From the kinds of tools and weapons unearthed, we know that the Mound Builders lived by hunting and farming. They raised corn, beans, and squash, in addition to gathering wild foods. They made pottery jars, wove cloth, and made wicker baskets. They traded with other tribes over a wide area—to obtain copper from upper Michigan, mica from North Carolina, pearls and shells from the Gulf Coast, and obsidian (volcanic glass) from Wyoming. From these products they fashioned ornaments, tools, and weapons.

The Mound Builders must have been well-organized and hard-working. The mounds themselves are the best evidence of this. To create such huge mounds must have required many people working together under some sort of direction.

The State of Illinois and private individuals are now co-operating with archeologists so that precious remains will not be destroyed. If burial mounds are uncovered when ground is being leveled to build highways, factories, or houses, the state archeological survey is immediately notified. The archeologists remove the bones and other objects and label them carefully. Further study may some day discover new clues that will tell us more about the long-ago people of our state.

INDIANS OF HISTORIC TIMES

By the time that white men arrived here, this region was inhabited by many tribes of Indians. The Illinois group, for whom the state is named, included the Kaskaskias, Michigameas, Peorias, Cahokias, and Tamaroas. They lived along the Illinois River and southward beyond where it empties into the Mississippi. Near the southern end of Lake Michigan were the Kickapoos, Piankeshaws, and Miamis. In the Ohio River valley lived the Shawnees; and the Winnebagoes were in the far north. The Sauks, the Fox, the Ottawa, and the Potawatomis (who will be important later in this chapter) were at this time still living in Wisconsin.

All of these tribes were Woodland Indians, like those whom the English colonists met on the Atlantic coast. They lived a semi-nomadic life. They had permanent villages and raised corn and other crops. They also went on long hunting trips to kill buffalo for their winter meat supply. The woods and prairies of Illinois gave them a bountiful living, with food enough for all. But they did not know that soon strangers would come to their land, bringing another way of life.

The French explorers

The French were the first white men to reach Illinois. You will remember that both the French and the English founded colonies in the eastern part of North America in the early 17th century. The English stayed close to the Atlantic coast, because their way west was blocked by the Appalachian Mountains. The French, however, settled in Canada, along the St. Lawrence River. Their way west was made easier by travel along the river and the Great Lakes.

The French dreamed of finding a river that would lead them across North America to the western ocean and on to the riches of the Orient. In their search they became the greatest of wilderness men, known as *voyageurs* and *coureurs de bois*. They got along well with the Indians, learned to speak their languages, and adopted their ways of travel and dress. They pushed farther and farther west from Quebec. Missionaries carried the Christian religion to

the Indians. Traders exchanged kettles, knives, and trinkets for furs. And explorers, led by the lure of the unknown, searched for new lands to claim for France.

MARQUETTE AND JOLIET

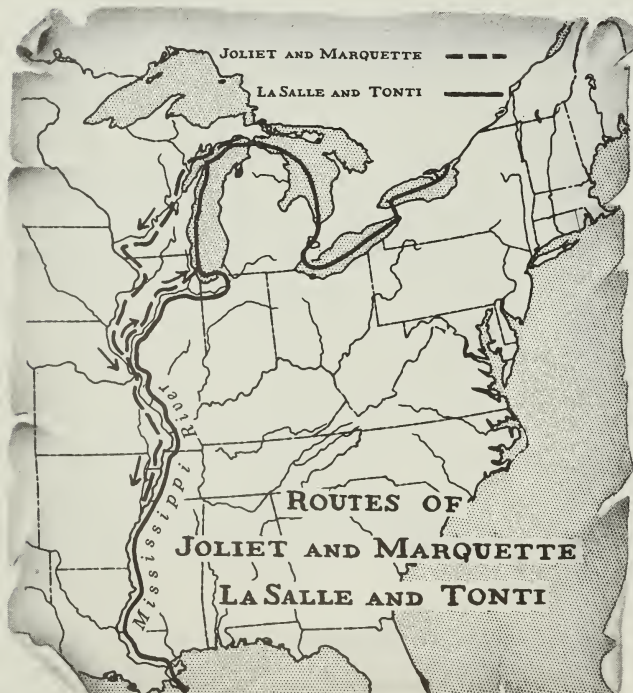
In 1673 Father Jacques Marquette and Louis Joliet made their famous journey. Marquette was a Jesuit missionary who had founded a mission at the Straits of Mackinac, which join Lake Michigan and Lake Huron. Joliet was a young Canadian who had explored widely along the Great Lakes. He had been chosen to lead an expedition to find the great "western river."

With two Indian guides and five men to paddle their two large canoes, Marquette and Joliet left northern Michigan in May of 1673. They made their way along Lake Michigan to Green Bay, and thence to the Fox River in Wisconsin. This was a route already known to the French. Then the party portaged to the Wisconsin River and headed into unknown territory.

From the Wisconsin they entered the Mississippi, keeping close to the west bank. For days and weeks they traveled, until they reached the mouth of the Arkansas River. By this time they were convinced that the Mississippi emptied into the Gulf of Mexico, not the Pacific Ocean. Greatly discouraged, they headed north again.

Traveling upstream against the current of the mighty Mississippi was much more difficult than the journey downstream. When the expedition reached the mouth of the Illinois, they turned eastward to follow this river. They visited a village of Kaskaskia Indians and found them very friendly. Marquette promised to return some day to preach to them.

Marquette and Joliet made their way along the Illinois River to the Des Plaines River. Then they portaged to the Chicago River, paddled to Lake Michigan, and returned to Green Bay.





Here the two friends parted, after a journey of more than four months. Joliet had to go on to Quebec to report the results of his explorations. He was enthusiastic about the promise of the fertile land he had seen. The Illinois Valley, he said, “was most beautiful and most suitable for settlement.” And he had the vision to suggest that a canal connecting Lake Michigan with the Des Plaines and Illinois Rivers would link the Great Lakes with the Mississippi. He was the first to foresee the vast inland waterway that is so important to Illinois today.

LA SALLE AND TONTI

Less than ten years after the voyage of Marquette and Joliet, two other explorers for France came to Illinois. They were Robert Cavelier, Sieur de La Salle, and his faithful lieutenant, Henri de Tonti.

La Salle was a man with a dream. He wanted to make a fortune for himself in the fur trade. But even more he wanted to win glory by establishing an inland empire for France, to keep the English from winning the rich Mississippi Valley. When La Salle came to Illinois, he came to build settlements, not merely to explore.

Leaving Canada with a party of workmen and voyageurs, La Salle and Tonti journeyed to the southern part of Lake Michigan. From the St. Joseph River they portaged to the Kankakee River (near where South Bend, Ind., is today), and entered the Illinois River. At the point where the

This plaque honoring Marquette and Joliet is on the Michigan Avenue bridge in Chicago.

Illinois widens to form what is now called Lake Peoria, they built a fort and named it Crèvecoeur (which means “broken heart” in French). That was early in 1680.

While La Salle returned to Canada for supplies, most of Tonti’s men mutinied and destroyed Fort Crèvecoeur.

In 1682 La Salle and Tonti set out again. This time they journeyed down the Illinois River to the Mississippi and all the way to the Gulf of Mexico. This gave France a claim to a vast inland empire, whose riches could be funneled out from the mouth of the Mississippi.

When La Salle and Tonti returned to Illinois, they built Fort St. Louis at Starved Rock. They needed protection against raids by the Iroquois Indians, a warlike tribe farther east who hated the French.

La Salle’s dream of glory for himself was never successful. He failed in an attempt to establish a colony at the mouth of the Mississippi. Finally he was killed by one of his own men.

Tonti stayed on in Illinois. In 1691–92 he moved Fort St. Louis from Starved Rock to Lake Peoria, near the site of the ill-fated Fort Crèvecoeur. Through his leadership, French fur traders and missionaries were able to work safely among the Illinois Indians. The way was clear for French settlement in Illinois.

In 1699, Cahokia, the first permanent settlement in Illinois, was established. It began as a mission to the Cahokia Indians. Within a few months, families of French traders and voyageurs settled near the mission, and a village grew up.

A few years later, in 1703, the Kaskaskia Indians left their site on the Illinois River and moved south of Cahokia to the other end of that gently rolling, wonderfully fertile strip we now call the American Bottoms. This region appealed to the French, too. Soon they had established several thriving villages there, and built forts to protect them. Find these on the map on page 19. By 1750 the French population in Illinois had reached about 2,000.

Checking up

1. Who were the first inhabitants of Illinois? How have we learned about their life?

2. What tribes of Indians lived in Illinois when the white men came?

3. Trace the routes followed by Marquette and Joliet and by La Salle and Tonti. What did these men hope to accomplish? Were they successful?

4. Give the name and the date of the first permanent settlement in Illinois.

3

Under three flags

Having been founded by French settlers from Canada, the Illinois villages at first carried on trade with that region. But after France established a colony in Louisiana, the interests of the villagers began to focus on New Orleans. This was because trade down the Mississippi was much easier than with Canada. So, in 1717, by royal decree Illinois became part of the colony of Louisiana.

LIFE IN FRENCH ILLINOIS

Government. Three officials, appointed by the governor of Louisiana, had charge of Illinois government. They were a *commandant*, a *judge*, and a *notary*.

The commandant, whose headquarters were at Fort de Chartres, was military and civil head of the district. It was his duty to maintain good relations with the Indians. He also arranged for land sales, encouraged farming, had churches built, and took a census.

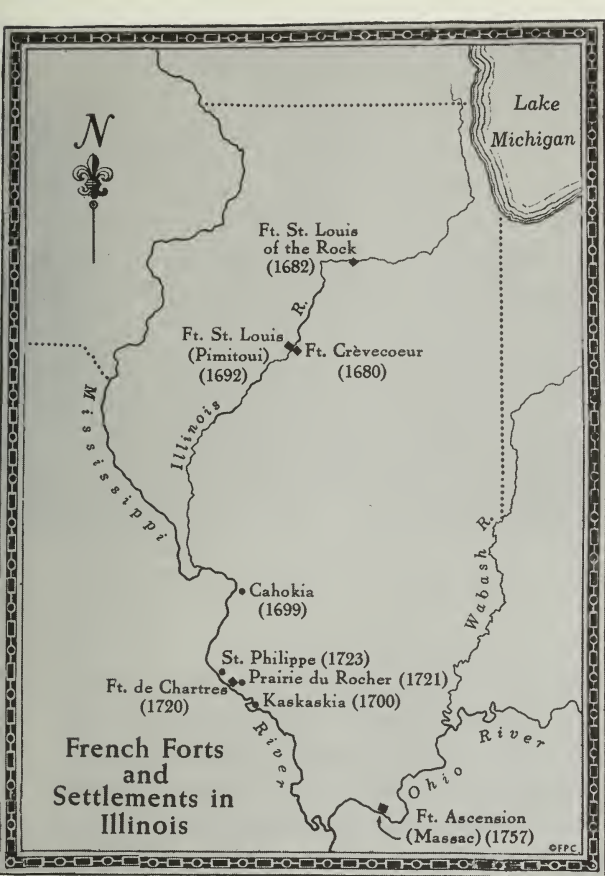
Next in importance was the judge, who handled judicial matters.

The notary was the busiest official. He kept records of sales of land, of apprentices' agreements, and of all other public business papers; of court proceedings; of births, deaths, marriages, and betrothals. Each family had a brand for the animals that it grazed in the common pasture, and those brands were registered with the notary.

In each village a mayor and a *militia* captain were chosen by the villagers at an annual meeting. At the same time, decisions were made about roads, fences, opening of new fields, the time to plant crops, and other matters of public interest. But, except for this, the villagers had little voice in their government.

Village life. The people made a living by farming in the summer and fur-trapping in the winter. Wheat, fruit, and grapes were the important trade crops; but the settlers also planted corn, beans, squash, pumpkins, and other foods they had learned about from the Indians. Hunting and fishing gave them an additional food supply. Bears, deer, geese, and swans were abundant; and catfish weighing as much as 100 pounds could be caught.

The fields where the crops were raised were outside the village, along the river. They were divided into long strips, running at right angle to the river, so that every farmer had access to the river for easy trans-



Cahokia Court House, restored using many of its original timbers, still stands on its original site in St. Clair County. Built as a home soon after 1737, it was typical of the French dwellings described in the text. It served as a courthouse and jail from 1793 until 1814, when Belleville replaced Cahokia as the county seat.

portation. Each village had a common pasture where all the animals were grazed.

In the center of the village was the church and a building that served as militia headquarters, storehouse, and office space. The village was divided into blocks, with usually four houses to each block. The houses were set close to the street, and each lot was enclosed by a whitewashed picket fence. Flowers grew in front of the house; fruit trees, garden, barn, and sheds were in the rear.

The common people, called *habitants*, lived in houses that were one-and-a-half- or two-stories high. These dwellings were made of squared logs that had been set vertically, with a steep roof of thatch or bark, a stone fireplace chimney at either end, and a veranda across the front and the back. A central hall ran from the front to the back veranda. There were one or two rooms on either side of the hall, and at one end

there was a stairway leading to the loft or second floor. Often the whole house was whitewashed inside and out.

Wealthier settlers, called the *gentry*, had better homes. Some of these were made from stone quarried from the nearby bluffs. They were furnished with fine furniture, paintings, mirrors, and chandeliers from France. These people copied the latest styles of clothing from Paris. All these things came to them up the river from New Orleans, in exchange for the furs, wheat, wine, and bear tallow from Illinois.

The French in Illinois were about as well-educated as their contemporaries in France. In each village the priest was also the schoolmaster. In Kaskaskia the Jesuits had a fine stone building where they conducted a school for advanced students.

The villagers were fond of card playing, dancing, and gay parties. Wars with the Fox Indians in the 1730's caused some hardship, but generally life in French Illinois was happy and uneventful. Then events elsewhere had an effect that shattered their peaceful existence.

FRENCH AND ENGLISH RIVALRY

From the earliest days of the colonial period, England and France were rivals and fought a series of wars. Since the fighting took place in Europe and in eastern North America, these wars at first had little direct effect on the French villages in Illinois. But as the French and the English advanced along the Great Lakes and into the Ohio River valley, they encouraged their Indian friends to fight for them. So a spirit of uneasiness swept the Illinois country. In 1753, the old wooden Fort de Chartres was replaced by a strong one made of stone. And a new French fort (Fort Ascension, later called Fort Massac) was built on the Ohio.

The French and Indian War (1754–1763). The name of this war is misleading. It sounds as if the French and the Indians were warring against each other. In reality, it was the French and their Indian allies against the English and their Indian allies. None of this fighting took place in Illinois, but the villagers furnished food and men for the defense of French forts farther east.

The war ended disastrously for France. By the terms of the peace treaty, she lost all her vast holdings in North America. The land east of the Mississippi (including Illinois) was ceded to England, and Spain got the land west of the Mississippi. When the Illinois villagers learned that they were now under the rule of England, many of them moved across the river into Spanish territory. They did this because Spain was a Catholic nation and would not persecute them because of their religion, as they feared that England might.

England took possession of Illinois in 1765. The two-year delay was caused by Indian uprisings and unrest. Even after England took possession, Illinois had no effective government. A few British soldiers were stationed at the chief forts, as a warning to the Indians. But the French villages governed themselves, for the most part.



The restored gateway of Fort de Chartres.

England had bigger things to worry about than these faraway frontier villages. Parliament in London was debating its many American problems. The most serious ones were: winning the friendship of the Indians, keeping a firm hand on their own thirteen ambitious colonies, and establishing control over the vast region won from France.

For purposes of government, Parliament finally made Illinois a part of the province of Quebec, in 1774. But by that time the smoldering unrest in the American colonies was about to burst into the open flame of the American Revolution. This brought great change to the Illinois country.

ILLINOIS BECOMES AMERICAN

During the Revolutionary War (1775–1783), the British had only a few regular troops stationed at their forts west of the Appalachians. These were under the command of Colonel Henry Hamilton at Detroit. He hoped that the French villages would not side with the Americans, and he thought that he could keep the American frontier settlements under control by means of his Indian allies. Frontier people in Kentucky bitterly called Hamilton the “Hair Buyer,” because they believed that he paid the Indians for bringing in American scalps.

Because Kentucky had been settled mainly by people from Virginia, and because Virginia claimed that her land grant extended “from sea to sea,” the fate of the frontier villages in Kentucky was of great concern to Virginians. One who felt most strongly about this was George Rogers Clark, a young Virginian who had settled in Kentucky.

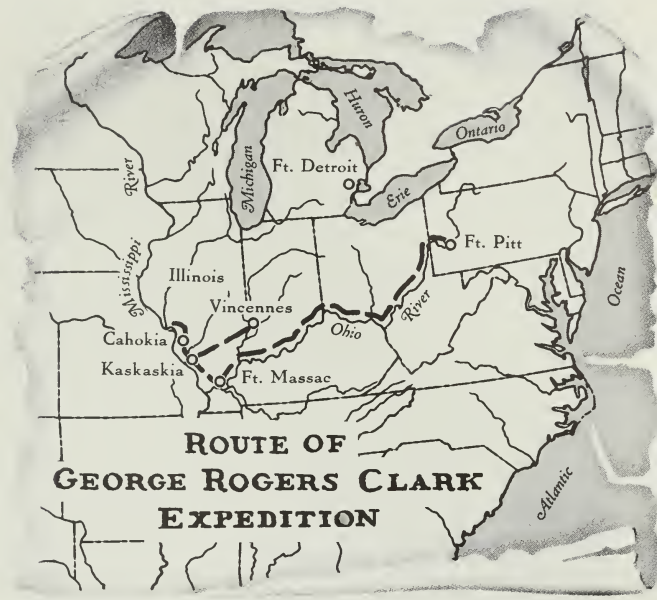
George Rogers Clark led the first American force into Illinois. His immediate purpose was to stop the devastating Indian raids on American settlements in Kentucky. He knew that the Indians depended on the British forts at Vincennes and Kaskaskia for supplies. If he could capture these forts, the raids on Kentucky would cease. Furthermore his spies had told him that the French in the Mississippi Valley felt little loyalty to the British. Clark hoped that he would be able to win them over to the American side.

Patrick Henry, then Governor of Virginia, gave Clark permission to raise a small army. Clark gathered a band of frontiersmen, skilled in woodcraft and in the use of Kentucky rifles and hunting knives. Their fame as fighting men was so great that they became known to the Indians as the “Long Knives.”

In the spring of 1778, with about 175 men, Clark started for Illinois. They floated down the Ohio River on flatboats, landing on the right bank near Fort Massac, which had been abandoned years before by the French. Then they marched toward Kaskaskia, some 120 miles away.

Clark and his men took Kaskaskia by surprise and overpowered the British soldiers without a shot. On July 4, 1778, the church bell rang out. It announced that Kaskaskia was now in American hands. So Illinois, like the nation, has its own Liberty Bell.

The French villagers did not welcome this liberation. They feared these Long Knives, about whom they had heard many wild



tales. But at a meeting the next morning, Clark calmed their fears. He assured them that Americans believed in freedom of religion. And he won them over completely when he announced that France was America’s ally in the war against England. The other Illinois villages went over to Clark without a struggle. Father Gibault, the village priest, preceded Clark’s men into Vincennes and prepared the people there to accept the Americans.

Then Colonel Hamilton, alarmed by Clark’s success, brought his main forces from Detroit and recaptured Vincennes. By that time, winter was approaching, and Hamilton thought that no more fighting could be done until spring. He dismissed his Indian allies and sent part of the regular troops back to Detroit. With the others he settled down at Vincennes, to await the coming of spring so that he could attack Clark’s forces at Kaskaskia.

Clark could not afford to wait. He decided to attack first. In February, 1779, he and his men left Kaskaskia for the long trek across Illinois. It was cold and rainy, and the streams were flooded. The men were always cold and wet. But Clark—wanting to take the British by surprise—did not dare risk building fires for warmth and comfort.



This statue of George Rogers Clark looks out over the Ohio River, at Fort Massac State Park. The three flags represent the three nations that ruled Illinois within a period of fifteen years.

In spite of these hardships, Clark was able to keep his men's spirits up. They surprised Hamilton completely, and he surrendered within thirty-six hours.

Clark had the glory of capturing the "Hair Buyer," but he did not get to realize his ambition of taking Detroit. Instead, he was sent to build a fort at the confluence of the Ohio and the Mississippi. He remained in the Illinois region during the rest of the Revolutionary War.

Government from 1778 to 1818. After Clark's successful expedition, Patrick Henry sent John Todd to organize Illinois as a county of Virginia. Governor Henry urged Todd to familiarize the new citizens with Virginia's Bill of Rights, so that they could learn the principles of self-government.

However, Virginia was not allowed to keep Illinois for long. During the period of forming a national government, Maryland would not sign the Articles of Confederation until Virginia and three other states gave up their claims to the lands north of the Ohio and east of the Mississippi. This region,

called the *Northwest Territory*, officially became part of the United States when the peace treaty was signed in 1783. But there was a period of confusion in Illinois and the other parts of the territory while Congress planned a government for it. (We shall learn more about this in Chapter 5.)

The Ordinance for Government of the Northwest Territory was passed in 1787. President Washington appointed General Arthur St. Clair as governor of the territory. In 1790, Governor St. Clair visited Illinois for the first time. The Illinois settlements were organized into a county, named in honor of St. Clair, with Cahokia as its county seat. (St. Clair County was much larger then than it is today.) Members were elected to attend the Territorial Assembly.

The Northwest Territory was so large that it was difficult to govern. In 1800 Congress divided the Territory into two parts. The eastern part, Ohio, was made a separate territory and soon became a state. The western part, called the Territory of Indiana, included what is today Indiana, Illinois, Wis-



Here is one of the last buildings of old Kaskaskia, shortly before the riverbank was washed away by the Mississippi.

consin, part of Minnesota, and part (later all) of Michigan. The map on the opposite page shows the dates when these states joined the Union.

While Illinois was part of the Territory of Indiana, our capital was at Vincennes and our governor was William Henry Harrison. This was a period of strained relations with the British, who still held several forts on the Great Lakes. The pioneers believed, with good reason, that these forts incited Indian attacks on American settlements. To help meet this threat, Fort Dearborn was built on the Chicago River in 1803.

In 1809 Congress created the Territory of Illinois. This new division included all of our present state and the land north of it, as far as Canada. President Madison appointed Ninian Edwards as governor, and our territorial capital was located at Kaskaskia.

Ninian Edwards remained governor as long as Illinois was a territory. During this time there were some serious Indian uprisings, which continued through the War of 1812. The Fort Dearborn massacre is the best-known incident in Illinois during that war, but there were many others.

The unsettled condition of Indian affairs was a handicap to further settlement in Il-

linois until the end of the War of 1812. Then Illinois grew rapidly. In 1818 her population was large enough so that, under the terms of the Ordinance of 1787, she was ready to apply for statehood.

Checking up

1. How did people live in the early Illinois villages?
2. How were they governed by the French? By the British?
3. Describe Clark's conquest of Illinois.
4. List the various forms of territorial government in Illinois after it became part of the United States.

4

The young "Prairie State"

In order to become a state, Illinois had to submit a constitution for approval by Congress. Elias Kent Kane was the leading member of the constitutional convention that wrote the Illinois Constitution. We shall study this in detail in Chapter 5.

One important part of the constitution specified the boundaries for the new state. Three of our boundaries had already been settled: the Mississippi on the west, by the peace treaties of 1763 and 1783; the Ohio on the south, by the Ordinance of 1787 and Kentucky statehood; and the eastern boundary, also set up by the Ordinance and taken by Indiana as its western boundary when it became a state. Most people expected our northern boundary to be a continuation of the northern boundary of Indiana. But Nathaniel Pope, our territorial delegate to Congress, succeeded in getting that body to fix the northern boundary line at parallel 42° 30' north. This gave Illinois the land that now includes Chicago and our two northern tiers of counties.

Kaskaskia was chosen as the state capital. The chief executive officers were: *

Governor	Shadrach Bond
Lieutenant Governor	Pierre Menard
Secretary of State	Elias Kent Kane
Attorney General	Daniel Pope Cook

On December 3, 1818, President Monroe signed the Act of Admission, and Illinois became the twenty-first state in the Union.

THE 1820's

In 1820 the state capital was moved to Vandalia. This was a new settlement, but it was more centrally located to serve the needs of the growing state.

A state bank was organized, with one of its branches at the thriving community of Shawneetown. (Years later, this Shawneetown bank—it is said—refused to lend money to aid in the reconstruction of Chicago after the great fire, because the bankers thought that Chicago had no future!)

The year 1823 saw a rush to the lead mines in the northwest corner of the state.

* In the Appendix, you will find a list of all the elected governors of Illinois, with dates and chief events of their administrations.

This started the rapid growth of the town of Galena.

At this time, an attempt was made to change the state constitution, so that slavery would be legal in Illinois. This was because most of the new settlers in the southern part of the state were from Kentucky, Tennessee, and other states where slavery was regarded as an accepted way of life. The attempt was defeated in 1824, largely through the efforts of Edward Coles, second governor of Illinois, and Daniel P. Cook, who was now a United States Congressman.

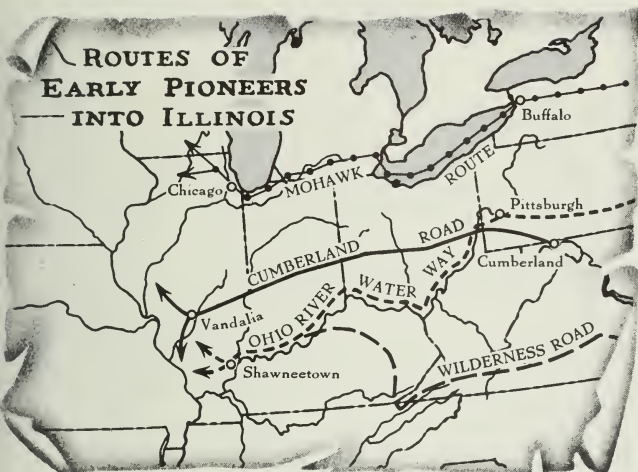
THE 1830's

As the state grew, fresh lands were continually being opened to settlement. This, of course, brought conflict with the Indians, who saw their hunting grounds vanish as the frontier was extended. With hit-and-run attacks and scalplings, they spread terror through the lonely settlements.

In 1832, after the Sauk and Fox Indians were forced to cede their lands on the east side of the Mississippi, Chief Black Hawk organized a series of border raids. This broke into a short but fierce war. Young Abraham Lincoln, from New Salem, served for three months in the Black Hawk War. When it ended, the Sauk and Fox Indians were permanently driven from Illinois; and a treaty with the Potawatomi, Ottawa, and Chippewa tribes ceded the remainder of northeastern Illinois to the United States. This treaty was signed in Chicago, a community of 300, which in that same year (1833) had been incorporated as a village.

With the Indian troubles ended, our state grew rapidly. In the 1830's large numbers of settlers began arriving. Some came overland on the Cumberland Road across Ohio and Indiana. Others came by way of the recently completed Erie Canal and the Great Lakes.

The earliest pioneers in Illinois had stayed close to the forested banks of the



ivers. They shunned the prairies of our “Prairie State,” because they thought that these unforested plains could not be fertile. But as settlement increased, the pioneers had to turn to the prairies.

Breaking the sod—the thick layer of matted grass roots—could not be done with cast-iron plowshares. To break the sod, the pioneers devised a bar-share plow, a heavy log with a long bar, which had to be dragged through the field by several span of oxen. It was slow, back-breaking work.

Once the sod was broken, the Illinois earth still did not offer easy riches to the farmers. The thick prairie soil stuck to the plowshare like glue, so that the plowman had to stop frequently to scrape it clean. A new type of blade was needed. Two inventive young men in two different areas came up with the same idea at almost the same time—a self-scouring steel blade. In lawsuits over patent rights, the Illinois Supreme Court gave the decision to Harvey Henry May; but the other young man, John Deere, generally gets the credit.

Now Illinois farmers could reap treasure from the earth. The fertile soil produced such bountiful harvests that within the next twenty years Illinois became one of the leading agricultural states in our nation.

In 1839 the state capital was moved again, this time to Springfield. This central location of our government has continued to the present day.



Flatboats on the Ohio carried the covered wagons that the pioneers would need to travel farther inland after they landed at Shawneetown.

With settlers from both the South and the North, Illinois was still sharply divided by feelings for and against slavery. In 1837 Elijah Lovejoy, editor of an *abolitionist* newspaper in Alton, was killed by a pro-slavery mob. Our state, like the rest of our nation, was sitting on a powderkeg that might explode at any moment.

THE 1840's

This decade saw continued rapid growth of Illinois. Many of the newcomers at this time were immigrants from Ireland and from Germany. They settled on farms or found work in the towns and cities.

One group of settlers, the Mormons, came from New York State. They settled in western Illinois and soon made Nauvoo the finest city in the state. However, their neighbors disliked some of the practices of the Mormon religion. They were envious of Mormon prosperity, and they hated the way that the Mormon leaders gained power in county politics. In 1844 a mob murdered the Mormon prophet, Joseph Smith, and his brother. The Mormons then decided to move to the Far West. They chose the Great Salt Lake area in Utah and, in 1847, left Illinois on the 1,000-mile trek to their new home. The Nauvoo State Park is a memorial to these pioneers in Illinois.

In 1848, the first boats passed through the Illinois-Michigan Canal. This was a fulfillment of Joliet's vision—that of linking the Great Lakes with the Mississippi watershed, by means of a canal from the Chicago River to the Des Plaines. The actual work of connecting Lake Michigan with the Illinois River required years of planning. Ninian Edwards made the necessary treaties with the Indians when he was territorial governor. Daniel P. Cook in 1827 persuaded Congress to cede the land for the construction of a canal.

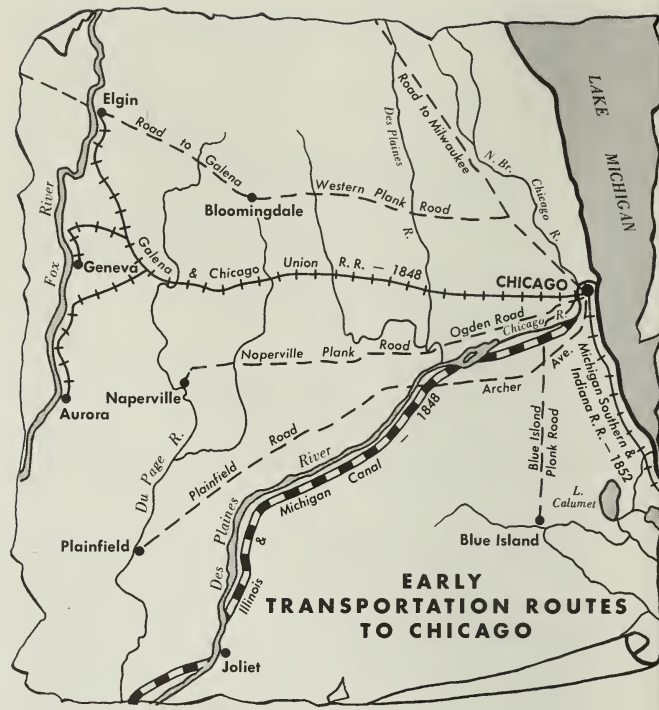
By the time the canal was a reality, however, a new method of transportation was in sight. Railroad construction had caught the imagination of ambitious men. All over the United States, water transportation was about to give way to an easier method of land transportation. And Illinois was no exception.

Even so, the Illinois-Michigan Canal fulfilled its purpose for many years, until it was replaced by the wider and deeper Illinois Sanitary and Ship Canal (1900) and the Illinois Waterway (1933).

THE 1850's

During the 1840's and 1850's, the great name in Illinois was Stephen A. Douglas. As U.S. Representative and then Senator, he became a Democratic party leader of national importance. He worked constantly to placate the South and to put down the growing spirit of secession. For that reason he was one of the sponsors of the Illinois Central Railroad, which would link northern and southern Illinois (one region sympathetic to the North, the other sympathetic to the South) and extend southward to the great port of New Orleans. This railroad was completed from Chicago to Cairo in 1856.

The Illinois Central was not the first railroad in our state, however. The Galena and Chicago Union ran a train from Elgin to



Railroads, waterways, and plank roads all served as early transportation routes.

Chicago in 1850. A line from Alton to Springfield was completed in 1852. Soon the whole state was crisscrossed by a network of steel rails.

Another outstanding event in this decade was the first Illinois State Fair, held at Springfield in 1853. The fair quickly became an affair of annual importance, especially to the farm interests of the state.

The Basic School Act of 1855. The first tax for school purposes had been made in 1825, but school growth was slow. In 1855 the Basic School Act was passed. It provided for a system of free public schools and a system of taxation to furnish the money. Our present school law, which we shall learn about in Chapter 6, is basically that of 1855.

Two years later, the General Assembly established Illinois State Normal University, to train teachers for the public schools. This university was the first tax-supported institution of higher learning in our state. But several private colleges were already in operation (see table, page 27).

EARLY ILLINOIS COLLEGES

1827	Shurtleff College, Alton (closed in late 1950's)
1828	McKendree College, Lebanon
1829	Illinois College, Jacksonville
1837	Knox College, Galesburg
1846	MacMurray College, Jacksonville
1847	Rockford College, Rockford
1847	St. Xavier College, Chicago
1847	Jubilee College, near Peoria (abandoned during the Civil War; now a state park)
1850	Illinois Wesleyan University, Bloomington
1851	Northwestern University, Evanston
1853	Monmouth College, Monmouth
1855	Eureka College, Eureka
1857	Lake Forest College, Lake Forest
1857	Illinois State Normal University, Normal

The Lincoln-Douglas debates. In 1858 Stephen A. Douglas was again the Democratic candidate for United States Senator. His opponent was Abraham Lincoln, a Springfield lawyer who was the candidate of the new Republican party. Chief issue of the election was whether slavery should spread to the new states that were being formed west of the Mississippi. Lincoln was opposed to any extension of slavery, but Douglas maintained that the people of each state should have the right to decide for themselves whether they wanted slavery. Lincoln challenged Douglas to a series of debates, which were held in seven cities around the state (see table).

Both men were skilled debaters, but there any likeness ceased. Douglas was the "Little Giant," short and stout, with an impressively large head and polished manners.

Lincoln was the tall, lanky, frontier-type "Rail Splitter." Both men argued persuasively before the crowds that gathered to hear them.

SITES OF LINCOLN-DOUGLAS DEBATES 1858

Ottawa	August 21
Freeport	August 27
Jonesboro	September 15
Charleston	September 18
Galesburg	October 7
Quincy	October 13
Alton	October 15

LINCOLN'S BELIEFS ON SLAVERY

"A house divided against itself cannot stand." I believe this government cannot endure permanently half slave and half free. I do not expect the Union to be dissolved—I do not expect the house to fall—but I do expect that it will cease to be divided. It will become all one thing, or all the other. Either the opponents of slavery will arrest the further spread of it . . . or its advocates will push it forward till it shall become alike lawful in all the States, old as well as new, North as well as South.

These remarks of Lincoln's were made in a speech that preceded his debates with Douglas, and he was forced to defend these ideas in the debates. Friends had warned him that the statement, "A house divided against itself cannot stand," was too strong and would influence voters against him. To them he replied:

If it is decreed that I should go down because of this speech, then let me go down linked to the truth—let me die in the advocacy of what is right and just.

Lincoln lost the election, but the debates brought him to national attention for the first time. All over the North, newspapers printed his speeches. His deeply felt beliefs made people realize that here was a worthy leader for the stirring times to come.

Checking up

1. When did Illinois become a state?
2. Who were some of the leading men in the early days of our statehood?
3. Which events in our history seem most important to you?

5

100 years of progress

In 1860, Lincoln and Douglas were again opponents, as leading candidates in the presidential election. This time it was Lincoln who won. When the secession of the Southern states followed, not long after, Douglas forgot party differences and offered full support to President Lincoln. But Douglas died in 1861, so his help was of short duration.

THE CIVIL WAR

The Civil War brought mixed emotions to Illinois, for some people in the southern part of the state sympathized with the Confederacy. However, the state as a whole remained loyal to the Union. Many Illinoisans, both the famous and the unknown, fought in the war. The best-known of them was Ulysses S. Grant, who became the Union's greatest general. We shall read about other wartime Illinoisans in Chapter 9.

Illinois served the Union with more than men. By the time the war broke out, Illinois was no longer a frontier state. (The frontier had moved west of the Mississippi.) In-

deed, Illinois was already one of the chief agricultural states in the nation, and was ready to begin its amazing growth in manufacturing and trade. Cyrus McCormick's reaper factory in Chicago supplied the machines that enabled Midwest farmers to reap bumper crops of wheat to feed the Union armies. Other Chicago industries that sprang up to supply wartime needs were meat-packing plants and factories for making uniforms, boots, and shoes.

INDUSTRIAL GROWTH

After the war, the growth of Illinois continued at an even more rapid rate. In 1870 a new Constitution was adopted, to keep pace with changing conditions. The national census of 1870 gave our state's population as 2½ million, with more people engaged in farming than in all other occupations. But that proportion was soon to change. New waves of immigration brought throngs of workers from the countries of southern and middle Europe. They crowded into the cities, where there was work a-plenty for them. Carl Sandburg's poem, "Chicago," gives a picture of the times:

*Hog Butcher for the World,
Tool Maker, Stacker of Wheat,
Player with Railroads and the
Nation's Freight Handler;
Stormy, husky, brawling,
City of the Big Shoulders.*

But the husky, brawling cities faced many problems. Their crowded populations needed better housing and public concern for their welfare. Labor unrest led to strikes and riots. Making "new Americans" from the members of many national groups was a task that challenged the best efforts of both old and new Americans. In Chapter 9 we shall read about the Illinois men and women who tackled the social, economic, and political problems that arose from our state's industrial growth.

In 1871 the Chicago Fire destroyed many acres in the heart of that thriving city. But Chicago's famous "I Will" spirit soon built a greater city on the ruins of the old one. In little more than twenty years, Chicago was chosen as the site of a world's fair to commemorate the 400th anniversary of the discovery of America. This great Columbian Exposition brought hundreds of thousands of visitors to Chicago, chief city of Illinois and hub of a rapidly expanding industrial nation.

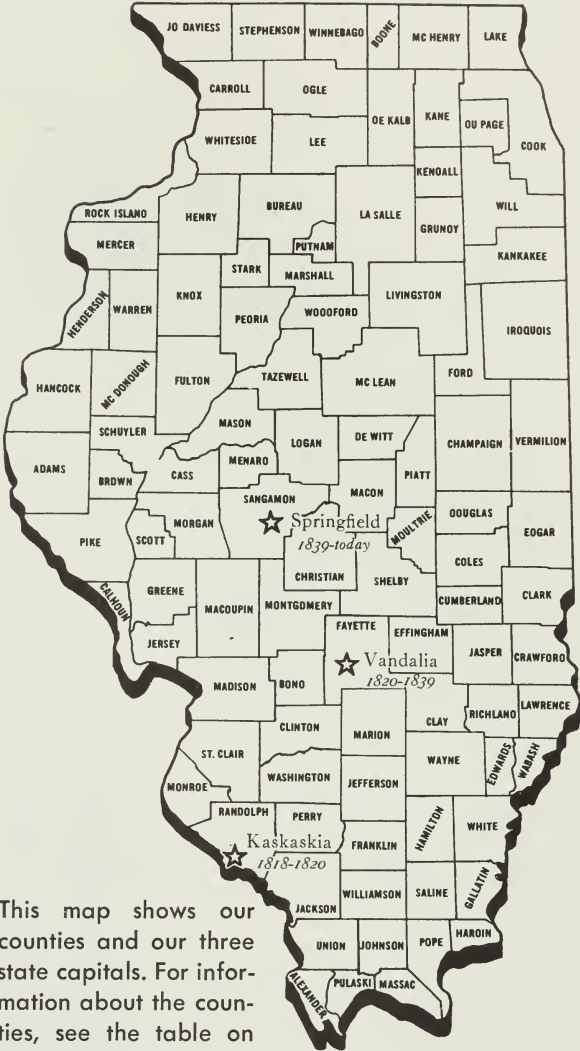
THE 20TH CENTURY

The nation's growth brought such increasing prominence in international affairs that the 20th century saw the United States involved in two World Wars.

In World War I (1914-1918), United States participation did not begin until 1917, but her might contributed greatly in bringing the war to an end. Thousands of loyal sons of Illinois served their country, and our state's industries poured out equipment and weapons of war.

To meet the urgent needs in steel mills and factories, new workers thronged to Illinois. Many of these were Negroes from the agricultural states of the South. And immediately after the war, thousands of immigrants came from the war-torn countries of Europe. The list of governors in the Appendix will tell you other events that took place before and after World War I.

In World War II (1939-1945), the United States served as the great "arsenal of democracy" for several years before we became actively involved, in 1941. Again, thousands of young men and women from Illinois donned the uniforms of their country to serve on land, at sea, and in the air. Again, Illinois's industrial giants furnished the sinews of war. And scientists at the University of Chicago, working in utmost secrecy, set off the first atomic reaction that made possible the atom bomb.



This map shows our counties and our three state capitals. For information about the counties, see the table on pages 186-188.

In peacetime, as in war, Illinois has continued to prosper and expand. Although immigration from other countries was reduced sharply in the 1920's, Illinois still attracts newcomers from all over the rest of the United States, including many from the South and from Puerto Rico. In Chapters 7 and 8 we shall read about our state's resources and industries today and about how our people contribute to its greatness.

Checking up

1. What was Illinois's contribution to the Civil War?
2. What type of expansion marked the last quarter of the 19th century in Illinois?
3. What changes came to Illinois in the 20th century?

SEEING CHAPTER 2 AS A WHOLE

A chapter check-up

1. Why are these dates important in Illinois history: 1673, 1699, 1763, 1778, 1787, and 1818?

2. Tell how each of these men affected the history of Illinois: Stephen A. Douglas, Ninian Edwards, Patrick Henry, George Rogers Clark, Abraham Lincoln, La Salle and Tonti, Marquette and Joliet.

3. Describe the various waves of immigration that rapidly populated our state. In the list of governors in the Appendix, the population of Illinois is given at ten-year intervals, from 1820 to 1960. Check these figures to see in which decades Illinois had the greatest growth.

Our Illinois heritage

We should treasure Kaskaskia as the key to our state heritage. It was the largest city of French Illinois, territorial capital, and first state capital.

After Vandalia became the capital, Kaskaskia lost some of its importance; and the rampaging Mississippi River discouraged further growth. Long ago, the river began to cut away the peninsula on which the city was situated, and by the late 19th century it became apparent that Kaskaskia was doomed. The General Assembly in 1891 appropriated \$10,000 to relocate the old cemetery, and in the next two years 3,000 graves were moved. Then the river engulfed the once-proud city.

Today, all that remains east of the Mississippi is the famed Pierre Menard home, and

on the hill the outline of the earthen walls of old Fort Gage, and beyond it Garrison Hill Cemetery. On the west side of the Mississippi, close against the Missouri shore, is an island that is part of Illinois—although, to reach it, you must cross over at Chester into Missouri. On this island is the present tiny village of Kaskaskia, Illinois.

Did you know?

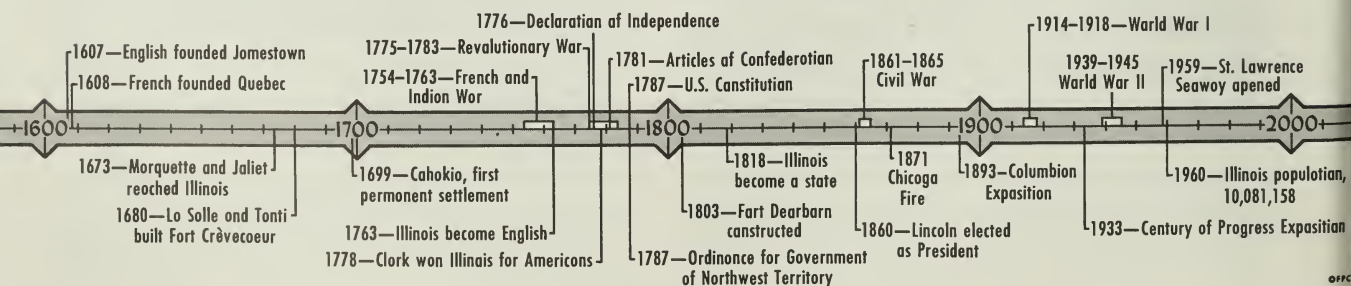
Did you know that Illinois is a French spelling of an Indian word? As is generally true of French words, it is pronounced with the final consonant silent. However, so many people mispronounce it, as if the last syllable were *noise*, that the General Assembly has discussed changing the spelling to "Illinoi." But we in Illinois can't complain too much, because we do not keep the French pronunciation of other French names in our state. For example, for Des Plaines we say *dēs' plānz'*, not *dā' plēn'*; and Versailles we call *vě·sālz'*.

Illinois uses some other curious pronunciations. We say *vi'ēn·ə* for Vienna and *ā'thēnz* (not *āth'ēnz*) for Athens. Cairo may be *kī'rō* in Egypt, but in southern Illinois it is *kā'rō*.

Expanding your interests

Measure the longest bulletin board or wall space in your room. Get a piece of paper that long, or make one by joining several tagboards. Draw a line along the middle of the paper, and divide it into quarters for the four centuries of Illinois history. Make a time line, using the one on this page as a guide. Put national events above the center line, and Illinois events below. Use a brighter color or larger print to emphasize the dates you should learn. As study of the text goes on, add other dates that are important in Illinois history.

A Time Line of Illinois and Our Nation





“The nation’s glory”



Enshrined in the National Archives Building in Washington, D.C., are the original documents on which our government is based—the Declaration of Independence, Constitution, and Bill of Rights.

The nation's glory

The list of signers of the Declaration of Independence contains no names from any region west of the Appalachians. But among the signers were men who knew the western lands, regarded them as valuable extensions of their own states, and expected them to be included in the new nation.

You have read how those expectations came true. Illinois became a part of the United States when the Declaration of Independence was only two years old and the Stars and Stripes had been the symbol of our nation for less than a year.

We treasure the Declaration of Independence and recognize the need to understand its promises. We respect the Flag and want to know how to display it correctly. We fly it with pride on July 4 and June 14, two memorable dates in our history.

READ TO FIND OUT

- 1 How does the Declaration of Independence form the foundation of our national government?
- 2 How do you show proper respect for the Flag?

WORD LIST

allegiance
Continental Congress
despotism
national anthem

self-evident
tyranny
unalienable
usurpation

A nation is born

We have just learned that the people of Illinois came from many parts of the world, bringing with them a wide variety of customs and traditions. But in the thirteen original colonies, most of the settlers were British. They shared a set of ideals and principles that bound them together. At home in England they had enjoyed certain rights of self-government that no other people in the world had won at that time. The English people elected representatives to Parliament, which made the laws and was more powerful than the King. An Englishman might be taxed only by the legislative body that represented him. And he might be tried only by a jury of his fellow citizens.

These hard-won freedoms crossed the ocean with the colonists and flourished in America. For more than 150 years after their first settlement at Jamestown, the colonists had a good share of self-government. Transportation and communication were slow, so that the King was often out of touch with his American subjects. Conditions on the frontier required a man to think and act for himself. Individuals and colonies alike acquired an inborn feeling of independence.

During the French and Indian War, the necessity for efficient military operations developed stronger governments than before within each separate colony. It even developed some overall organization between the colonies. But after the war the colonists were pulled up abruptly when the King took the reins of government in hand again.

The King thought he had right on his side. After the French and Indian War, Britain found herself with a heavy debt to pay and

A Declaration by the Representatives of the UNITED STATES
OF AMERICA, in General Congress assembled.

When in the course of human events it becomes necessary for ^{one} people to
dissolve the political bands which have connected them with another, and to
~~assume among the powers of the earth the position~~ ^{separate and equal} station to
which the laws of nature & of nature's god entitle them, a decent respect
to the opinions of mankind requires that they should declare the causes
which impel them to ~~the~~ ^{the} separation.

This facsimile reproduction shows part of Jefferson's rough draft of the Declaration.

much more territory in America to govern. Since most of the debt had been piled up in a war to protect the American colonies, the King and Parliament thought it only fair that the colonists should be taxed as heavily as Englishmen were being taxed. But the colonists had never before been taxed by any assembly outside their own boundaries. They protested against taxes and laws imposed without their consent.

The King sent troops to enforce the new laws and collect the new taxes. The Boston Massacre and other incidents followed. Committees of Correspondence were set up in each colony, to share news with one another and to organize resistance. In 1774 the Committees of Correspondence thought it advisable to call a meeting, the First Continental Congress. This congress assembled in Philadelphia in 1774 and was attended by delegates from twelve of the thirteen colonies.

The First Continental Congress was divided in opinion. Certain delegates wanted complete separation from England. Others wanted only to protest the unjust laws. These moderates won out, and a petition of protest was sent to the King. Congress then adjourned, promising to meet again in 1775.

Meanwhile the Massachusetts colonists began storing up arms and ammunition secretly. In April, 1775, British soldiers set out from Boston to seize these stores. The Battles of Lexington and Concord resulted. The Revolutionary War had begun.

THE SECOND CONTINENTAL CONGRESS

Soon afterward, the Second Continental Congress met in Philadelphia, on May 10, 1775. Even then, in spite of open warfare, many members of that congress were not ready to take the giant step of independence. They debated the crucial question for fourteen months, while the war continued and feelings became more inflamed.

Then, in June, 1776, Richard Henry Lee, the representative from Virginia, presented a resolution declaring that the colonies "ought to be free and independent States." This resolution was adopted, and a committee was appointed to write a Declaration of Independence.

The committee chose Thomas Jefferson, a member of the committee, to write a declaration. After he had written the first draft, he gave it to committee members Benjamin Franklin and John Adams for revision. They added their ideas and made some slight changes. It was then presented to the Continental Congress, which adopted it on July 4, 1776. Thus, the United States of America became a free and independent country. (The first official use of the name, "United States of America," was in the opening of the Declaration of Independence.)

As we read the Declaration, we shall see that it has four distinct parts, shown by boldface headings. In this book, comments explaining the text of the Declaration are set off by appearing in color blocks.

IN CONGRESS, JULY 4, 1776.

The unanimous Declaration of the thirteen united States of America.

When in the course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. — We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed. — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their safety and Happiness. Prudence, indeed,

Butler *Swinneth*
Symon Hall
Geo. Walton
John Hancock
Joseph Hewes
John Penn
Samuel Adams
Wm. Caxton
Thos. Stone
Robert Smith of England
Edmund Burke
Thos. Heywood
Thomas Lloyd
Arthur Middleton
George Wythe
Richard Henry Lee
Th. Jefferson
Wm. Harrison
Th. Wilson
James Lightfoot Lee
Carver Braxton
Robt Morris
Benjamin Rush
Ben. Franklin
John Norton
Gov. James Smith
Gov. Stuyvesant
James Madison
Wm. Rober
Carver Conway
Gov. Mifflin
Thos. Mifflin
Gov. Livingston
Gov. Richardson
John Kent
Mrs. Clark
Joshua Bartlett
Wm. Weyple
Sam. Adams
John Adams
Robt. Rains
Elbridge Gerry
Step. Hopkins
William Ellery
Roger Sherman
John Huntington
Thos. Mifflin
Oliver Wolcott
Matthew Thornton

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The Reason for the Declaration

When, in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume, among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

In this opening paragraph, the colonists were asking the world to judge their actions in such an important step. This made a deep impression on the people of other nations and helped to win respect and sympathy for the United States.

Respecting the opinions of others is an important principle in free government. It works not only in our national government, but in its relation to the other governments of the world. People have the right to know the purposes and intent of governments so that they may form their own opinions and judge for themselves.

Here is the opening of the Declaration of Independence as finally written, with a list of the signers. John Hancock, the first signer, wrote his name boldly—so that "King George could read it without his spectacles."

Ideals for a Free Government

We hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness. That, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly, all experience

hath shown, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But, when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of these colonies, and such is now the necessity which constrains them to alter their former systems of government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having, in direct object, the establishment of an absolute tyranny over these States. To prove this, let facts be submitted to a candid world.

Today we often forget what life was like when people were ruled by kings who claimed that they had the “divine right” to rule their subjects as they saw fit. For a subject to defy the King might mean death, imprisonment, or confiscation of property. You can see that it required great courage on the part of the colonists to declare that all men are created equal and that they have the right to set up a government which would derive its powers from the consent of the people. This indeed was a revolutionary idea in the world of that day. To believe in it strongly required great courage. Had the colonists not won the war, it would have meant death or imprisonment for the men who dared to oppose the King of Great Britain. Benjamin Franklin was not exaggerating when he said, as he signed, “We must all hang together, or assuredly we shall all hang separately.”

Re-read the first sentence, which begins, “We hold these truths to be self-evident.” It sets up the ideals and goals for any government that strives to protect the freedom

of its people. It says that all men have the same rights. We do not believe that any person or a government should have the power to take away our rights to life, liberty, and the pursuit of happiness. The Declaration says that these rights were given to us by our Creator and that all men are created equal.

The second sentence goes on to tell how governments are set up among men to protect their rights, and how governments obtain their power from the consent of the people. When a government attempts to take away the freedoms of a people or forgets that it must rule by consent of the people, it is time to change or abolish that government and set up a new one.

The colonists knew that there were some people who acted hastily without giving thought to their problems, so they stated that *prudence* should be used in making any changes in governments that have been established for a long time. They also stated that changes should not be made for trivial causes. They went on to say that people are inclined to suffer many evils for a long time rather than to make any changes. However, when abuses have been happening for a long time and have become unbearable, the people have a right to throw off such a government, and to set up new safeguards for their future security.

Next, the colonists listed the many abuses and injuries imposed upon them by the King of Great Britain.

List of Charges Against the King

He has refused his assent to laws the most wholesome and necessary for the public good.

He has forbidden his governors to pass laws of immediate and pressing importance, unless suspended in their operation till his assent should be obtained; and, when so suspended, he has utterly neglected to attend to them.

He has refused to pass other laws for the accommodation of large districts of people, unless those people would relinquish the right of representation in the legislature—a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved representative houses repeatedly, for opposing, with manly firmness, his invasions on the rights of the people.

He has refused, for a long time after such dissolutions, to cause others to be elected; whereby the legislative powers, incapable of annihilation, have returned to the people at large for their exercise; the State remaining, in the meantime, exposed to all the dangers of invasions from without and convulsions within.

He has endeavored to prevent the population of these States; for that purpose obstructing the laws for naturalization of foreigners, refusing to pass others to encourage their migrations hither, and raising the conditions of new appropriations of lands.*

He has obstructed the administration of justice, by refusing his assent to laws for establishing judiciary powers.

He has made judges dependent on his will alone for the tenure of their offices and the amount and payment of their salaries.

He has erected a multitude of new offices, and sent hither swarms of officers to harass our people, and eat out their substance.

He has kept among us, in times of peace,

standing armies, without the consent of our legislatures.

He has affected to render the military independent of, and superior to, the civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws, giving his assent to their acts of pretended legislation:

For quartering large bodies of armed troops among us;

For protecting them, by a mock trial, from punishment for any murders which they should commit on the inhabitants of these States;

For cutting off our trade with all parts of the world;

For imposing taxes on us without our consent;

For depriving us, in many cases, of the benefits of trial by jury;

For transporting us beyond seas to be tried for pretended offences;

For abolishing the free system of English laws in a neighboring province, establishing therein an arbitrary government, and enlarging its boundaries, so as to render it at once an example and fit instrument for introducing the same absolute rule into these colonies; **

For taking away our charters, abolishing our most valuable laws, and altering fundamentally the forms of our governments;

For suspending our own legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

** The Quebec Act of 1774 recognized French civil law and the Roman Catholic religion within the province of Quebec, and extended the boundaries of the province northward to Hudson Bay, westward to the Mississippi, and southward to the Ohio River. Massachusetts indignantly said that the next step would be establishment of a state church there. Virginia, equally indignant, protested that its charter rights granted it territory "from sea to sea."

* The Proclamation Line of 1763 drew a line along the crest of the Appalachians and forbade settlement west of it. Although England promised to open the land to settlement later, settlers already there were supposed to leave.

He has abdicated government here, by declaring us out of his protection and waging war against us.

He has plundered our seas, ravaged our coasts, burnt our towns, and destroyed the lives of our people.

He is, at this time, transporting large armies of foreign mercenaries to complete the works of death, desolation, and tyranny already begun, with circumstances of cruelty and perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the head of a civilized nation.

He has constrained our fellow-citizens, taken captive on the high seas, to bear arms against their country, to become the executioners of their friends and brethren, or to fall themselves by their hands.

He has excited domestic insurrections amongst us, and has endeavored to bring on the inhabitants of our frontiers, the merciless Indian savages, whose known rule of warfare is an undistinguished destruction of all ages, sexes, and conditions.

In every stage of these oppressions, we have petitioned for redress, in the most humble terms; our repeated petitions have been answered only by repeated injury. A prince, whose character is thus marked by every act which may define a tyrant, is unfit to be the ruler of a free people.

Nor have we been wanting in attentions to our British brethren. We have warned them, from time to time, of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them, by the ties of our common kindred, to disavow these usurpations, which would inevitably interrupt our connections and correspondence. They, too, have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which

denounces our separation, and hold them, as we hold the rest of mankind, enemies in war; in peace, friends.

In this section the colonists have presented the facts so that the whole world might know the injustices they had suffered. They tell how they have repeatedly appealed to the King and their British brethren to stop these acts of oppression, but all to no avail. Therefore they find it necessary to separate from England.

Declaration to be Free and Independent

We, therefore, the representatives of the United States of America, in General Congress assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the name, and by authority of the good people of these colonies, solemnly publish and declare: That these United Colonies are, and of right ought to be, free and independent States; that they are absolved from all allegiance to the British Crown, and that all political connection between them and the state of Great Britain is, and ought to be, totally dissolved; and that, as free and independent States, they have full power to levy war, conclude peace, contract alliances, establish commerce, and to do all other acts and things which independent States may of right do. And, for the support of this declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes, and our sacred honor.

After it was signed by the representatives of the Continental Congress on July 4, 1776, the Declaration was sealed and sent to the King. After this, there could be no turning back. So the next step on the road to freedom was to fight and win the Revolutionary War. When the war was over and the colonists had won, they would need to

set up their own government. The Declaration of Independence did not provide for a new government. However, it did say that one should be provided that would guarantee the rights of man. Throughout the document some important beliefs were stated. These would be the guides upon which the new government would be formed.

SUMMARY

The original documents of the Declaration of Independence, the Constitution of the United States, and the Bill of Rights can be seen today in the Exhibition Hall of the National Archives Building in Washington, D.C. Under the floor of the Exhibition Hall is a fireproof, shockproof, bombproof, steel-and-concrete vault into which these three documents can be lowered immediately in case of emergency. A massive lid of metal and concrete would then close over the vault.

Why does the United States value these manuscripts so highly that such precautions are taken to insure their safety? It is because these documents are the charters of our liberties—our heritage and pride.

In a day when men were divided into highly privileged classes and classes completely without privilege, the framers of the Declaration had the courage to affirm that all men are created equal.

The Declaration is a practical, as well as an idealistic, document. First it proclaims our right to individual liberties. Then it tells us how to insure that right: “by a government . . . deriving [its] just powers from the consent of the governed.” The framers of the Declaration knew that lawlessness is not liberty. They knew that a nation, like an individual, must have order and rules to be truly free; but they knew, also, that those rules must come from the people who are to live under them.

The Declaration emphasizes the obligation of each of us to work for the improve-

ment of anything we think wrong in our government. Today we are often inclined to think that government is too big and too far away for the actions of any one individual to count. Whenever you are inclined to think that, remember the immortal words of a handful of men who risked their lives, their fortunes, and their sacred honor to make a new nation.

Checking up

1. Why do we celebrate July 4 as a national holiday?
2. What were some of the reasons for the colonists to declare themselves independent of Great Britain?
3. What truths did the colonists believe to be self-evident?
4. How did they believe that their rights could be secured?
5. What did they pledge to support the Declaration of Independence?
6. Who wrote the Declaration of Independence?

2

The United States Flag

How proud we are as we gaze upward at the Stars and Stripes of our national emblem rippling in the breeze from a flagpole at our school or on a public building. The Flag gives us a feeling of strength and security, because it stands for the unity and independence of our country.

Our first flag had 13 stripes—7 red and 6 white—and 13 white stars on a field of blue. Each stripe and each star represented one of the original 13 states. It was authorized on June 14, 1777, when the Continental Congress in Philadelphia adopted this resolution: “Resolved, that the flag of the United

States be thirteen stripes, alternate red and white; that the union be thirteen stars, white in a blue field representing a new constellation." We celebrate June 14 as Flag Day.

When the first two states after the original 13 joined the Union, a new star and stripe for each was added in 1795. Then no change was made for years. The Star-Spangled Banner that floated over Fort McHenry had 15 stars and 15 stripes. After the War of 1812 attention was again directed to the Flag. Several states had been admitted, but had received no recognition on the Flag. Vast new lands had been purchased, out of which many more states would eventually be created. How many stripes could the Flag have? Congress solved this problem with a law that said the Flag should have only 13 stripes to represent the original 13 states that formed the Union. But a star should be added for each new state, on the July 4th after its admission. This law was passed in 1818. The Flag it created had 20 stars. Before the year was out, Illinois came into the Union and the 21st star was needed.

We have a code that sets forth the rules for displaying the Flag. This code was written by members of the American Legion and other patriotic organizations. It was enacted into law by Congress in 1943.

These are important general rules for displaying the United States Flag:

It should be displayed only from sunrise to sunset.

It shall be displayed on all of our national and state holidays.

It should be flown every day near the main buildings of public buildings such as libraries, city halls, and schools.

It should be flown at half-mast when the death of a person is being noted.

It should always be treated with respect.

DO'S

1. Carry the flag high and flying freely.
2. Be careful not to soil or tear the flag.

3. When you display the flag on a car, the staff should be attached firmly.

4. Destroy the flag, by burning it, when it becomes worn and shabby or otherwise unfit for display.

DON'T'S

1. Don't use the flag as a costume or as a drapery of any kind.

2. Don't use the flag for advertising purposes.

3. Don't fasten advertising signs to a staff or pole from which the flag is flown.

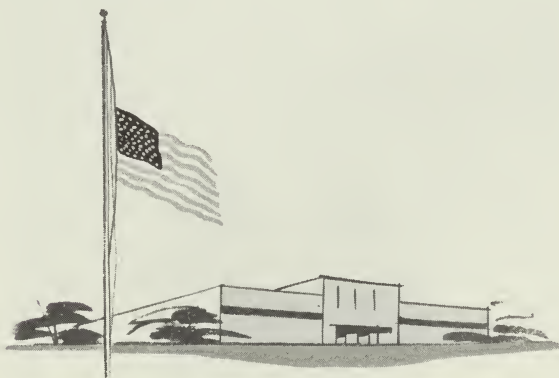
4. Don't display the flag in bad weather.

5. Don't allow the flag to touch the ground.

HOW TO DISPLAY THE FLAG

The Flag Code gives rules for displaying the flag in different circumstances. Here are some of the most important of them:

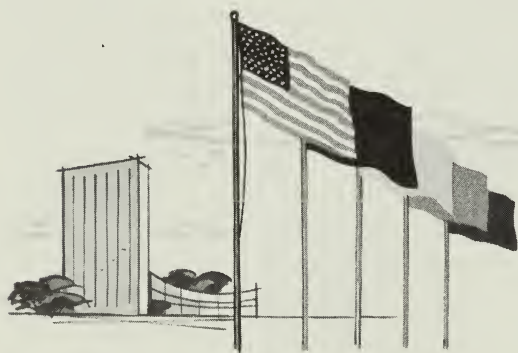
When flown at half-staff, the Flag should be hoisted to the peak for an instant and then lowered to the half-staff position, but before lowering the Flag for the day it should be raised again to the peak. By half-staff is meant hauling down the Flag to one-half the distance between the top and the bottom of the staff. On Memorial Day, May 30th, the Flag is displayed at half-staff from sunrise until noon and at full staff from noon until sunset. Half-staff honors the heroic dead of our country; full staff shows that the nation lives, and the Flag is the symbol of the living nation.





When carried in a procession with another flag or flags, the Flag of the United States of America should be either on the marching right (its own right) or in front of the center of the line of flags.

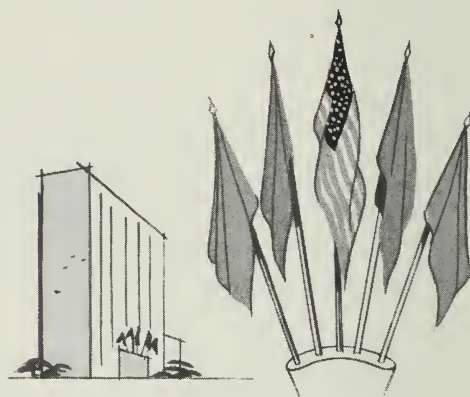
When flags of two or more nations are displayed, they should be flown from separate staffs of the same height and the flags should be of approximately equal size. International usage forbids the display of the flag of one nation above that of another nation in time of peace.



When displayed with another flag against a wall from crossed staffs, the Flag of the United States of America should be on the right, the Flag's own right. Its staff should be in front of the staff of the other flag.

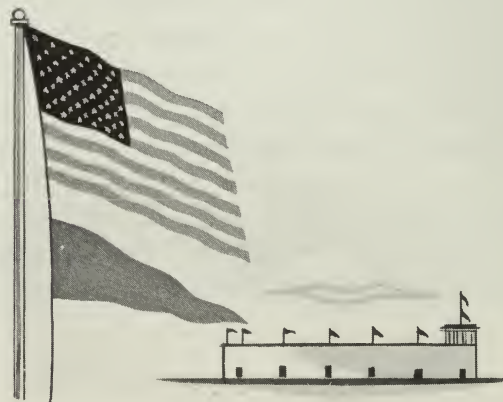


When displayed over the middle of the street, the Flag should be suspended vertically, with the union to the north in an east-and-west street, or to the east in a north-and-south street.



When a number of flags of states or cities, or pennants of societies, are grouped and displayed from staffs with the Flag of the United States of America, the latter should be at the highest point, or at the center, or the first flag at the right of the center.

When flags of states or cities or pennants of societies are flown on the same halyard with the Flag of the United States of America, the latter should always be at the peak.



When flown from adjacent staffs, the Flag of the United States should be hoisted first and lowered last. No such flag or pennant should be placed above or to the right of the Flag of the United States of America.

When the Flag is displayed in a manner other than by being flown from a staff, it should be displayed flat, whether indoors or out. When displayed either horizontally or vertically against a wall, the union should be uppermost and to the Flag's own right, that is, to the observer's left. When displayed in a window it should be displayed the same way, that is, with the union, or blue field, to the left of the observer in the street. When festoons, rosettes, or drapings are desired, bunting of blue, white, and red should be used, but never the Flag itself.

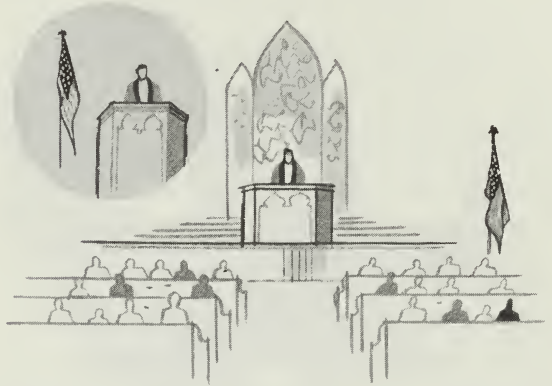
When used on a speaker's platform, the Flag, if displayed flat, should be displayed above and behind the speaker. If flown from a staff, it should be in the position of honor, at the speaker's right. It should never be used to cover the speaker's desk or to drape over the front of the platform.



When used in connection with the unveiling of a statue or monument, the Flag should form a distinctive feature during the ceremony, but the Flag itself should never be used as the covering for the statue.

When the Flag is displayed in the body of a church, it should be from a staff placed in the position of honor at the congregation's right as they face the clergyman.

The service flag, the state flag, or other flag should be at the left of the congregation. If in the chancel or on the platform, the Flag of the United States of America should be placed at the clergyman's right as he faces the congregation and the other flags at his left.



SALUTE TO THE FLAG

During the ceremony of hoisting or lowering the Flag or when the Flag is passing in a parade or review, everyone should face the Flag, stand at attention, and salute. Those present in uniform should render the right-hand salute. When not in uniform, men should remove the headdress with the right hand and hold it at the left shoulder, the hand being over the heart. Women should salute by placing the right hand over the heart. The salute to the Flag in a moving column is given at the moment the Flag passes.

PLEDGE TO THE FLAG

In pledging allegiance to the Flag of the United States of America, the approved practice in schools, which is suitable also for civilian adults, is as follows. Standing with the right hand over the heart, all repeat together: *I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.*

SALUTE TO THE NATIONAL ANTHEM
“The Star-Spangled Banner” is now the National Anthem of the United States of America. It was made so by Act of Congress March 3, 1931.

When the National Anthem is played and the Flag is not displayed, all present should stand and face toward the music. Those in uniform should salute at the first note of the Anthem, retaining the position until the last note. All others should stand at attention, men removing the headdress. When the Flag is displayed, the regular Salute to the Flag should be given.

Checking up

1. What would you do if the Flag passed by while you were watching a parade?
2. Why should we show respect to our Flag?
3. Which star was added when Illinois became a state?
4. How many stars does the Flag have now? When was the last star added?

**SEEING CHAPTER 3
AS A WHOLE**

A chapter check-up

1. Memorize the section of the Declaration of Independence beginning with “We hold these truths . . .” and ending with “. . . consent of the governed.” Be able to write this section and also the Pledge to the Flag.
2. Plan a class demonstration of proper uses of the Flag.
3. What date is regarded as the birthday of our nation?

Our Illinois heritage

Illinois has its own flag, with symbols in which we take pride. The flag was adapted from the design of the state’s Great Seal (shown on page 3). The motto shown on the

flag and the seal is “State Sovereignty—National Union.” These words express the idea of our federal government—a national union made up of states that have certain rights, or sovereignty, of their own. In the next chapter we shall see how the United States Constitution built our government on these two cornerstones.

Did you know?

Did you know that Illinois had another nickname besides the “Prairie State”? Sometimes Illinois is called the “Sucker State.” Two explanations of this nickname can be found.

On many plants the suckers, or shoots, must be pinched off and discarded. In the same way, according to this unflattering explanation, Illinois was first populated with the discards from Virginia and Kentucky.

The sucker is also a little river fish, which migrates upstream each spring. In Illinois in the early days, many laborers made a similar annual trip up the Mississippi to work in the lead mines near Galena.

Neither explanation is flattering, but we can laugh at them now. If we were discards once, we have since made Illinois into one of our nation’s leading states. We may not be fish, but we are still a highly mobile people and pride ourselves on it. Anyway, neither explanation is as uncomplimentary as your guess may have been—from the present-day colloquial meaning of “sucker” as a person who is easily cheated.

Expanding your interests

1. From the Secretary of State, get a booklet called *The Great Seal of Illinois and Other Official State Symbols*. There you can learn more about the meaning of the symbols and dates on the Illinois seal.
2. From the list of men who signed the Declaration of Independence, choose one or two to report on. Use an encyclopedia or a dictionary of biography to find out more about these men who pledged their lives, their fortunes, and their sacred honor to make our nation free and independent.



“On the record
of thy years”

Philip Gendreau



This impressive building is the Capitol in Washington. Beneath the dome is a circular hall called the Great Rotunda. On either side of the hall are the chambers where the Senate and the House of Representatives assemble, to make our nation's laws.

On the record of thy years

The founders of our nation were descendants of Englishmen. They had inherited many English ideas, beliefs, and methods of government. To these they added new policies and convictions that grew out of their experiences as Americans.

You have just studied these beliefs, expressed in the Declaration of Independence. The plans for carrying out these policies in an orderly manner are written down in the Constitution of the United States.

In this chapter, you will study that famous document to learn how our national government is organized and how it functions to safeguard our cherished liberties and to promote the general welfare of the people of our great nation.

READ TO FIND OUT

- 1 Why was a better form of government needed to replace the Articles of Confederation?
- 2 What were the main purposes that guided the founders of our nation?
- 3 What are the three branches of our government? What does each one do?
- 4 How has our Constitution kept pace with the needs of a growing, changing, dynamic nation?

WORD LIST

*Articles of
Confederation
Bill of Rights
Constitutional
Convention
due process of law*

*Electoral College
electoral vote
expressed powers
implied powers
popular vote
ratification*

The background of the Constitution

Some states had established their own governments even before the Declaration of Independence. Virginia, for example, had already accepted a bill of rights written largely by George Mason. After the Revolutionary War began, the other states quickly drew up their own written constitutions.

The Second Continental Congress, besides adopting the Declaration, named a committee to make plans for uniting the new states. John Dickinson of Delaware was chairman of the group, which consisted of one man from each state. They had a very hard job, because Americans were fighting to throw off one government and were not anxious to give too much power to another.

THE ARTICLES OF CONFEDERATION

The committee completed its work in 1777. But the plan, called the Articles of Confederation, could not go into effect until it had been ratified by all of the states. So it was 1781—and the war was almost over—before the new government took over the affairs of the nation.

Actually, there was little change in the government. The Articles did little more than put in writing what the Second Continental Congress had already been doing. In other words, the Articles of Confederation provided for a congress in which each state had one vote, although a state might send from two to seven members. The duties assigned to this congress were similar to those of the Second Continental Congress.

Congress under the Articles had some major accomplishments, however. It concluded a satisfactory peace treaty which made the area west of the Appalachians part

of the United States. A few years later, Congress passed a Land Ordinance and the Ordinance for Government of the Northwest Territory, both of which were very important to early Illinois (see pages 86–87).

But the Articles did not provide a good government. Part of the blame rested on the unsettled times that followed the war. But the government's inability to cope with the times was partly because of its own defects.

The Articles provided no executive authority to enforce the laws. There were no national courts. Congress did not have power to levy taxes, but had to ask the states for the money it needed. The states were often very niggardly in meeting these requests. Congress had been given the right to settle quarrels between the states, but it had no means of enforcing its decisions.

Quarreling among the states added to the disorder of the times. Many of these quarrels were over commercial matters. They became so bitter that thinking men came to realize that a stronger union was needed if the nation was to survive. They persuaded Congress to call a convention to amend the Articles of Confederation.

THE CONSTITUTIONAL CONVENTION

This convention assembled in Philadelphia in May of 1787. Twelve states sent some of their finest citizens. George Washington presided at the meetings. James Madison has been called the "Father of the Constitution" because he contributed so much to the work of the group which labored all summer to plan a more perfect union. The group members as a whole are sometimes called the "Founding Fathers."

They agreed rather quickly not to attempt revision of the Articles, but to make an entirely new plan. They argued heatedly over many details.

One bitter dispute was between the large and small states. The large states wanted representation according to population. The



This stamp commemorates Independence Hall in Philadelphia, birthplace of American freedom. Both the Declaration of Independence and the Constitution were drawn up in this building. It is now a historical museum.

small states naturally feared domination by their larger neighbors. Finally the states compromised. Congress would consist of two houses. (This was not a new idea, for most of the states had two houses in their own legislatures, and the British Parliament was made up of the House of Commons and the House of Lords.)

Under this plan, in one house of the Congress, the House of Representatives, representation would be according to population, as the large states had wished. But in the other house, called the Senate, each state would have two members, to satisfy the small states. This was called the Great Compromise. After this agreement was reached, things went more smoothly. But there were still many differences of opinion and many points to be settled. The work continued into September.

Then the completed Constitution was submitted to Congress and, by it, to the states for *ratification*. This required months of discussion and debate. Not everyone was satisfied with the plan of government set forth in the Constitution. Many people feared

that too much power was given to the national government. After fighting a war for freedom, against an unjust and tyrannous king, they wanted some guarantee that they could still keep the rights that were so precious to them—freedom of speech, freedom of the press, freedom of worship, and the like. With the promise that a “Bill of Rights” would be added as amendments, public opinion finally swung over to the Constitution. The ninth state needed for ratification approved it in June, 1788.

When the Constitution went into effect, it turned out to be surprisingly workable. In writing it, the authors had been guided by six major purposes:

1. To establish a *republican form of government* based on a *federal system*. *Republican* means “by elected representatives,” and *federal* means “in a union of individual states.” The states were to be tied together by a central, national government.

2. To establish a *division of powers* between the states and the federal government.

3. To provide for a *separation of power* among the three branches of federal government and to set up a system of *checks and balances* so that no one branch could dominate the other two.

4. To establish the qualifications and duties of the members of the three branches of government.

5. To provide a means for amending the Constitution.

6. To provide a way of allowing for future needs by making it possible to expand the meaning of the Constitution without amendment.

These six purposes will become clear as we study the document itself. Notice that the Founding Fathers did not set out to establish a *democracy*, as we think of a democracy today. The Constitution does not use the word “democracy.” But the underlying ideas of the Constitution provided the

means by which a democracy could be established, expanded, and preserved. The ability of the Constitution to adjust itself to the needs of a growing nation has made it the basis of the American democratic spirit.

The three branches of government established by the Constitution were the *Legislative Branch*, to make the laws; the *Executive Branch*, to enforce the laws; and the *Judicial Branch*, to interpret the laws and to punish those who break them.

In Sections 2–4, following, we shall study the text of the Constitution itself (with comments set off in color blocks), to see how it defines and limits the power of each branch. In Sections 5–7, we shall learn how the three branches of government operate.

Checking up

1. Why were the Articles of Confederation not successful in establishing a good government?

2. What were some of the most pressing questions the delegates faced when they met to write a new constitution?

3. What were the six main purposes that guided the authors of the Constitution?

4. What are the three branches of our government? What does each one do?

2

The Legislative Branch

Preamble

We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

Article I

Section 1. All legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

This section has the *expressed power* of giving Congress the responsibility for making laws. It also contains an *implied power*: that of conducting investigations. The interpretation is that, if Congress has the power to make laws, it necessarily must have the power to investigate and get the information on which to base those laws.

The House of Representatives

Section 2. The House of Representatives shall be composed of members chosen every second year by the people of the several States, and the electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislature.

“Electors” here means voters. This paragraph leaves it to the states to decide who may vote. Amendments have made two changes in this. Amendment 15 gave Negroes the right to vote, and Amendment 19 extended the same right to women.

No person shall be a Representative who shall not have attained to the age of twenty-five years, and been seven years a citizen of the United States, and who shall not, when elected, be an inhabitant of that State in which he shall be chosen.

In addition to these qualifications, it is political custom for a Representative to live in the Congressional district from which he or she is elected.

Representatives and direct taxes shall be apportioned among the several States which may be included within this Union, accord-

ing to their respective numbers, which shall be determined by adding to the whole number of free persons, including those bound to service for a term of years, and excluding Indians not taxed, three fifths of all other persons. The actual enumeration shall be made within three years after the first meeting of the Congress of the United States, and within every subsequent term of ten years, in such manner as they shall by law direct. The number of Representatives shall not exceed one for every thirty thousand, but each State shall have at least one Representative; and until such enumeration shall be made, the State of New Hampshire shall be entitled to choose 3, Massachusetts 8, Rhode Island and Providence Plantations 1, Connecticut 5, New York 6, New Jersey 4, Pennsylvania 8, Delaware 1, Maryland 6, Virginia 10, North Carolina 5, South Carolina 5, and Georgia 3.*

The paragraph's effect has been changed by new conditions and by amendments. The words “and direct taxes” mean property and poll taxes. The 16th Amendment, adopted in 1913, gave Congress the right to tax incomes of individuals, without regard to the population of the states they live in. The phrase still forbids Congress to impose any other form of direct taxation, except by apportionment.

The phrase “three fifths of all other persons” referred to slaves. It became out of date when the 13th and 14th Amendments were passed.

To determine the nation's population accurately and officially, it is directed that a federal census shall be taken every ten years. Such a count is essential in maintaining a truly representative government.

When vacancies happen in the representation from any State, the executive author-

* This clause was a temporary one, meant to be a guide until the first census had been taken.

ity thereof shall issue writs of election to fill such vacancies.

Vacancies in the House may be filled only by special election. Compare this with vacancies in the Senate, below.

The House of Representatives shall choose their Speaker and other officers; and shall have the sole power of impeachment.

The Speaker of the House is its presiding officer. Since he is a member of the House, he has the right to vote, but usually does not do so, except to break a tie.

“To impeach” means to bring charges against an official. As part of the system of checks and balances, the House makes the charges, but the Senate has the power of trying the accused person.

The United States Senate

Section 3. The Senate of the United States shall be composed of two Senators from each State, chosen by the legislature thereof, for six years; and each Senator shall have one vote.

The voters in each state now elect their own Senators. See Amendment 17.

Immediately after they shall be assembled in consequence of the first election, they shall be divided as equally as may be into three classes. The seats of the Senators of the first class shall be vacated at the expiration of the second year, of the second class at the expiration of the fourth year, and of the third class at the expiration of the sixth year, so that one third may be chosen every second year; and if vacancies happen by resignation, or otherwise, during the recess of the legislature of any State, the Executive thereof may make temporary appointments until the next meeting of the legislature, which shall then fill such vacancies.

Today, a vacancy is filled by temporary appointment by the governor of the state, until a special election can be held, as provided for in Amendment 17.

No person shall be a Senator who shall not have attained to the age of thirty years, and been nine years a citizen of the United States, and who shall not, when elected, be an inhabitant of that State for which he shall be chosen.

The Vice-President of the United States shall be President of the Senate, but shall have no vote, unless they be equally divided.

The Vice-President’s power to break a tie vote in the Senate is very important.

The Senate shall choose their other officers, and also a President *pro tempore*, in the absence of the Vice-President, or when he shall exercise the office of President of the United States.

The Senate shall have the sole power to try all impeachments. When sitting for that purpose, they shall be on oath or affirmation. When the President of the United States is tried, the Chief Justice shall preside; and no person shall be convicted without the concurrence of two thirds of the members present.

Senators who object, for religious reasons, to taking an oath may “affirm” instead.

Judgment in cases of impeachment shall not extend further than to removal from office, and disqualification to hold and enjoy any office of honor, trust, or profit under the United States; but the party convicted shall, nevertheless, be liable and subject to indictment, trial, judgment, and punishment, according to law.

As an additional part of the system of checks and balances, the Senate cannot pun-

ish those whom it convicts on impeachment charges. Punishment, if any, must be imposed by the courts.

Organization of Congress and General Powers

Section 4. The times, places, and manner of holding elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by law make or alter such regulations, except as to the places of choosing Senators.

The Congress shall assemble at least once in every year, and such meeting shall be on the first Monday in December, unless they shall by law appoint a different day.

The opening day of the session was changed to January 3rd by the 20th Amendment.

Section 5. Each House shall be the judge of the elections, returns, and qualifications of its own members, and a majority of each shall constitute a quorum to do business; but a smaller number may adjourn from day to day, and may be authorized to compel the attendance of absent members, in such manner, and under such penalties as each House may provide.

Each House may determine the rules of its proceedings, punish its members for disorderly behavior, and, with the concurrence of two thirds, expel a member.

Each House shall keep a journal of its proceedings, and from time to time publish the same, excepting such parts as may in their judgment require secrecy; and the yeas and nays of the members of either House on any question shall, at the desire of one fifth of those present, be entered on the journal.

Neither House, during the session of Congress, shall, without the consent of the other, adjourn for more than three days, nor to any

other place than that in which the two Houses shall be sitting.

Section 6. The Senators and Representatives shall receive a compensation for their services, to be ascertained by law, and paid out of the Treasury of the United States. They shall in all cases, except treason, felony, and breach of the peace, be privileged from arrest during their attendance at the session of their respective Houses, and in going to and returning from the same; and for any speech or debate in either House, they shall not be questioned in any other place.

A Congressman's immunity extends to anything said in debate, a report, a vote, and to the official publications of Congress like the *Congressional Record*.

No Senator or Representative shall, during the time for which he was elected, be appointed to any civil office under the authority of the United States, which shall have been created, or the emoluments whereof shall have been increased during such time; and no person holding any office under the United States, shall be a member of either House during his continuance in office.

Section 7. All bills for raising revenue shall originate in the House of Representatives; but the Senate may propose or concur with amendments as on other bills.

Every bill which shall have passed the House of Representatives and the Senate, shall, before it become a law, be presented to the President of the United States; if he approve he shall sign it, but if not he shall return it, with his objections to that House in which it shall have originated, who shall enter the objections at large on their journal, and proceed to reconsider it. If after such reconsideration two thirds of that House shall agree to pass the bill, it shall be sent, together with the objections, to the other

House, by which it shall likewise be reconsidered, and if approved by two thirds of that House, it shall become a law. But in all such cases the votes of both Houses shall be determined by yeas and nays, and the names of the persons voting for and against the bill shall be entered on the journal of each House respectively. If any bill shall not be returned by the President within ten days (Sundays excepted) after it shall have been presented to him, the same shall be a law, in like manner as if he had signed it, unless the Congress by their adjournment prevent its return, in which case it shall not be a law.

Every order, resolution, or vote, to which the concurrence of the Senate and House of Representatives may be necessary (except on a question of adjournment), shall be presented to the President of the United States; and before the same shall take effect, shall be approved by him, or being disapproved by him, shall be repassed by two thirds of the Senate and House of Representatives, according to the rules and limitations prescribed in the case of a bill.

The steps by which a bill becomes a law are discussed in detail on pages 70–71.

Enumerated Powers of Congress

Section 8. The Congress shall have power:

To lay and collect taxes, duties, imposts, and excises, to pay the debts and provide for the common defense and general welfare of the United States; but all duties, imposts, and excises shall be uniform throughout the United States;

Duties and imposts are taxes on goods brought into the United States from abroad. *Excises* are taxes on the manufacture, use, and sale of certain goods or, in some cases, on business procedures; cigarette taxes and amusement taxes are examples, as well as

the tax on corporations. A federal tax must be the same in all parts of the nation.

To borrow money on the credit of the United States;

To regulate commerce with foreign nations, and among the several States, and with the Indian tribes;

To establish a uniform rule of naturalization, and uniform laws on the subject of bankruptcies throughout the United States;

To coin money, regulate the value thereof, and of foreign coin, and fix the standard of weights and measures;

To provide for the punishment of counterfeiting the securities and current coin of the United States;

To establish post offices and post roads;

To promote the progress of science and useful arts, by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries;

One striking feature of the Constitution was the large power given to Congress to regulate economic and financial matters, as set forth in the eight preceding clauses.

To constitute tribunals inferior to the Supreme Court;

This will be discussed when we come to the Judicial Branch.

To define and punish piracies and felonies committed on the high seas, and offenses against the law of nations;

To declare war, grant letters of marque and reprisal, and make rules concerning captures on land and water;

Only Congress can declare war.

At the time the Constitution was written, “letters of marque and reprisal” were commissions which allowed private citizens to capture or destroy enemy vessels during

wartime. They were outlawed by the Declaration of Paris, in 1856, which the United States recognizes as a principle of international law.

To raise and support armies; but no appropriation of money to that use shall be for a longer term than two years;

To provide and maintain a navy;

To make rules for the government and regulation of the land and naval forces;

To provide for calling forth the militia to execute the laws of the Union, suppress insurrections, and repel invasions;

To provide for organizing, arming, and disciplining the militia, and for governing such part of them as may be employed in the service of the United States, reserving to the States respectively, the appointment of the officers, and the authority of training the militia according to the discipline prescribed by Congress;

To exercise exclusive legislation in all cases whatsoever, over such district (not exceeding ten miles square) as may, by cession of particular States, and the acceptance of Congress, become the seat of the Government of the United States, and to exercise like authority over all places purchased by the consent of the legislature of the State in which the same shall be, for the erection of forts, magazines, arsenals, dockyards, and other needful buildings;—And

In 1790, Maryland and Virginia ceded land to the federal government, to create the District of Columbia; but in 1846 Virginia's share of the land was ceded back to that state.

To make all laws which shall be necessary and proper for carrying into execution the foregoing powers, and all other powers vested by this Constitution in the Government of the United States, or in any department or officer thereof.

This is the famous “elastic clause.” The Supreme Court has made many rulings on these words. The interpretation expands and takes on new meanings as the needs of our growing nation change.

Restraints on the Federal Government

The authors of the Constitution wanted to make certain that Congress would not become too powerful. Therefore, they provided the following restraints.

Section 9. The migration or importation of such persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the year one thousand eight hundred and eight, but a tax or duty may be imposed on such importation, not exceeding ten dollars for each person.

A temporary provision.

The privilege of the writ of *habeas corpus* shall not be suspended, unless when in cases of rebellion or invasion the public safety may require it.

No bill of attainder or *ex post facto* law shall be passed.

A writ of *habeas corpus* is a court order for a prisoner to be brought before a judge and charged with a specific crime. He may then be allowed bail, and a date for the trial can be set. Or, if the arrest was unlawful, he will be set free. Without this writ of *habeas corpus*, a man could be kept in jail for years without knowing what he was accused of. It was a right that Englishmen had won from their kings.

A bill of attainder is a law which inflicts punishment without a judicial trial. An *ex post facto* law is one which punishes a person for an act done in the past that was not a crime at the time it was done. Bills of at-

tainder and *ex post facto* laws had once been used by English kings to get rid of men who opposed them. The Founding Fathers wanted to make sure that Americans would never suffer from such laws.

No capitation, or other direct, tax shall be laid, unless in proportion to the census or enumeration herein before directed to be taken.

At one time the Supreme Court held that this clause forbade an income tax. That decision was overruled by the 16th Amendment to the Constitution, which specifically allows a federal income tax.

No tax or duty shall be laid on articles exported from any State.

No preference shall be given by any regulation of commerce or revenue to the ports of one State over those of another; nor shall vessels bound to, or from, one State, be obliged to enter, clear, or pay duties in another.

No money shall be drawn from the Treasury, but in consequence of appropriations made by law; and a regular statement and account of the receipts and expenditures of all public money shall be published from time to time.

No title of nobility shall be granted by the United States; And no person holding any office of profit or trust under them, shall, without the consent of the Congress, accept of any present, emolument, office, or title, of any kind whatever, from any king, prince, or foreign State.

Restraints on the States

In addition to restraints on the federal government, the Constitution also specified certain restraints on the states. Many of the points covered here had caused bitterness under the Articles of Confederation.

Section 10. No State shall enter into any treaty, alliance, or confederation; grant letters of marque and reprisal; coin money; emit bills of credit; make anything but gold and silver coin a tender in payment of debts; pass any bill of attainder, *ex post facto* law, or law impairing the obligation of contracts, or grant any title of nobility.

No State shall, without the consent of Congress, lay any imposts or duties on imports or exports, except what may be absolutely necessary for executing its inspection laws; and the net produce of all duties and imposts, laid by any State on imports or exports, shall be for the use of the Treasury of the United States; and all such laws shall be subject to the revision and control of the Congress.

No State shall, without the consent of Congress, lay any duty of tonnage, keep troops, or ships of war in time of peace, enter into any agreement or compact with another State, or with a foreign power, or engage in war, unless actually invaded, or in such imminent danger as will not admit of delay.

Whatever powers are not given to Congress (Section 8) or denied to the states (Section 10) are *residual powers* that reside, or remain, with the states. This provision was necessary to pacify the people who feared a strong central government, and was definitely confirmed by the 10th Amendment. These residual powers represent “states’ rights” and are jealously guarded by the states. But since the residual powers are not specifically defined anywhere, and since the enumerated powers of Congress in Section 8 may be interpreted in various ways, there has been continual controversy ever since over what *is* or *is not* a “states’ right.”

In Chapter 5, we shall learn how Illinois exercises its residual powers to make laws governing education, voting, marriage, di-

voice, and whatever is necessary to protect the health, safety, and welfare of its people.

There are also certain *concurrent powers* held by both the federal and the state governments. These concurrent powers include the right to tax, the right to borrow money, and the right to build roads.

Checking up

1. Read the Preamble again. Which phrase means “to secure peace and quiet within our country”? Why had it not been peaceful before? Which phrase promises national courts? What does each of the other phrases mean? Memorize the Preamble.

2. What are the two houses of Congress? Who presides over each?

3. How many Senators has a state? What determines how many Representatives a state has?

4. Contrast the terms and qualifications of Senators and Representatives.

5. Choose a class member to write to your Congressman asking for a copy of the *Congressional Record*. What is the value of such a public record?

6. List the 18 powers of Congress in your own words. Which phrases in the Preamble do they carry out?

7. Why were restraints placed on the federal government? Why were restraints placed on the states?

8. What are *residual powers*? *Concurrent powers*? Name some examples of each.

3

The Executive and Judicial Branches

Article II

The Executive Branch

Section 1. The executive power shall be vested in a President of the United States of America. He shall hold his office during the term of four years, and together with the

Vice-President, chosen for the same term, be elected, as follows:

Each State shall appoint, in such manner as the legislature thereof may direct, a number of electors, equal to the whole number of Senators and Representatives to which the State may be entitled in the Congress; but no Senator or Representative, or person holding an office of trust or profit under the United States, shall be appointed an elector.

Notice that nothing is said about how many terms a President may have. Amendment 22 now limits it to two. Amendment 20 makes January 20th the date of the Inauguration.

In Section 2 of Article I, “elector” meant any voter. In this section, however, it means a member of what is now called the *Electoral College* (see page 72).

The electors shall meet in their respective States, and vote by ballot for two persons, of whom one at least shall not be an inhabitant of the same State with themselves. And they shall make a list of all the persons voted for, and of the number of votes for each; which list they shall sign and certify, and transmit sealed to the seat of the Government of the United States, directed to the President of the Senate. The President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates, and the votes shall then be counted. The person having the greatest number of votes shall be the President, if such number be a majority of the whole number of electors appointed; and if there be more than one who have such majority, and have an equal number of votes, then the House of Representatives shall immediately choose by ballot one of them for President; and if no person have a majority, then from the five highest on the list the said House shall in like manner choose the President. But in choosing the President, the votes shall be

taken by States, the representation from each State having one vote; a quorum for this purpose shall consist of a member or members from two thirds of the States, and a majority of all the States shall be necessary to a choice. In every case, after the choice of the President, the person having the greatest number of votes of the electors shall be the Vice-President. But if there should remain two or more who have equal votes, the Senate shall choose from them by ballot the Vice-President.

The 12th Amendment changed this paragraph. Though electors still vote for President, President and Vice-President are voted for separately. This is because the original plan did not work out well. In 1796, John Adams got the most electoral votes and became our second President; Thomas Jefferson, whose views were very different from Adams', became Vice-President. They did not work at all well together. The result of the next election, in 1800, was even more unfortunate. Jefferson and Aaron Burr got an equal number of votes, and Congress had to decide which man should be President and which Vice-President. Amendment 12 prevents such a situation from happening again. The growth of political parties, unforeseen by the Constitution-makers, had an even greater impact on choosing presidential and vice-presidential candidates.

The Congress may determine the time of choosing the electors, and the day on which they shall give their votes; which day shall be the same throughout the United States.

No person except a natural-born citizen, or a citizen of the United States at the time of the adoption of this Constitution, shall be eligible to the office of President; neither shall any person be eligible to that office who shall not have attained to the age of thirty-five years, and been fourteen years a resident within the United States.

In case of the removal of the President from office, or of his death, resignation, or inability to discharge the powers and duties of the said office, the same shall devolve on the Vice-President, and the Congress may by law provide for the case of removal, death, resignation, or inability, both of the President and Vice-President, declaring what officer shall then act as President, and such officer shall act accordingly, until the disability be removed, or a President shall be elected.

Although not stated specifically here, the qualifications for the President also apply to the Vice-President, because of the possibility that he may succeed to the presidency. See "Presidential Succession" on page 75.

The President shall, at stated times, receive for his services, a compensation, which shall neither be increased nor diminished during the period for which he shall have been elected, and he shall not receive within that period any other emolument from the United States, or any of them.

Before he enter on the execution of his office, he shall take the following oath or affirmation:—"I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect, and defend the Constitution of the United States."

Section 2. The President shall be commander in chief of the army and navy of the United States, and of the militia of the several States, when called into the actual service of the United States; he may require the opinion, in writing, of the principal officer in each of the executive departments, upon any subject relating to the duties of their respective offices, and he shall have power to grant reprieves and pardons for offenses against the United States, except in cases of impeachment.

The President's authority to form a Cabinet comes from the reference here to "the principal officer in each of the executive departments," and "all other officers of the United States, whose appointments are not herein otherwise provided for," below.

He shall have power, by and with the advice and consent of the Senate, to make treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the advice and consent of the Senate, shall appoint ambassadors, other public ministers and consuls, judges of the Supreme Court, and all other officers of the United States, whose appointments are not herein otherwise provided for, and which shall be established by law; but the Congress may by law vest the appointment of such inferior officers, as they think proper, in the President alone, in the courts of law, or in the heads of departments.

The President shall have power to fill up all vacancies that may happen during the recess of the Senate, by granting commissions which shall expire at the end of their next session.

Section 3. He shall from time to time give to the Congress information of the state of the Union, and recommend to their consideration such measures as he shall judge necessary and expedient; he may, on extraordinary occasions, convene both Houses, or either of them, and in case of disagreement between them, with respect to the time of adjournment, he may adjourn them to such time as he shall think proper; he shall receive ambassadors and other public ministers; he shall take care that the laws be faithfully executed, and shall commission all the officers of the United States.

The President cannot introduce bills in Congress, but he can supply information and make recommendations for the kind of legislation he prefers.



It was a solemn moment for John F. Kennedy on January 20, 1961, as Chief Justice Earl Warren administered the oath of office as President of the United States. The man in the center, holding the Bible, is the clerk of the Supreme Court.

The phrase "that the laws be faithfully executed" gives the President one of his broadest and strongest powers.

Section 4. The President, Vice-President, and all civil officers of the United States, shall be removed from office on impeachment for, and conviction of, treason, bribery, or other high crimes and misdemeanors.

Article III The Judicial Branch

Under the Articles of Confederation, there was no national system of courts. Instead, each state interpreted and applied the laws in its own courts; and the result was chaos and confusion. So the separate Judiciary Branch, established by Article III, gave our nation's laws a much-needed uniformity. Because the Judiciary is a separate branch, with the power to judge whether the Congress and the President are abiding by the Constitution, it makes our government truly a government of laws, not of men.

Section 1. The judicial power of the United States, shall be vested in one Supreme Court, and in such inferior courts as the Congress may from time to time ordain

and establish. The judges, both of the Supreme and inferior courts, shall hold their offices during good behavior, and shall, at stated times, receive for their services, a compensation which shall not be diminished during their continuance in office.

All federal judges hold office for life and may be removed only by impeachment.

Section 2. The judicial power shall extend to all cases, in law and equity, arising under this Constitution, the laws of the United States, and treaties made, or which shall be made, under their authority;—to all cases affecting ambassadors, other public ministers and consuls;—to all cases of admiralty and maritime jurisdiction;—to controversies to which the United States shall be a party;—to controversies between two or more States; between a State and citizens of another State; between citizens of different States;—between citizens of the same State claiming land under grants of different States, and between a State, or the citizens thereof, and foreign states, citizens, or subjects.

“Admiralty jurisdiction” takes in cases which arise on the high seas or on navigable waters and includes also cases involving prizes seized during a war. “Maritime jurisdiction” refers to cases connected with sea operations; it would include, for example, a contract made on land to deliver ship supplies at dockside.

In all cases affecting ambassadors, other public ministers and consuls, and those in which a State shall be party, the Supreme Court shall have original jurisdiction. In all the other cases before mentioned, the Supreme Court shall have appellate jurisdiction, both as to law and fact, with such exceptions, and under such regulations as the Congress shall make.

“Original jurisdiction” is the right of a court to hear and decide a case prior to any other court. “Appellate jurisdiction” is the right to hear and decide cases which have been appealed from lower courts.

The trial of all crimes, except in cases of impeachment, shall be by jury; and such trial shall be held in the State where the said crimes shall have been committed; but when not committed within any State, the trial shall be at such place or places as the Congress may by law have directed.

The right to a trial by jury is repeated in Amendment 6. This was one of the rights that King George had violated, according to the Declaration of Independence. Both the Founding Fathers and the people wanted this right to be clearly stated.

Section 3. Treason against the United States, shall consist only in levying war against them, or in adhering to their enemies, giving them aid and comfort. No person shall be convicted of treason unless on the testimony of two witnesses to the same overt act, or on confession in open court.

The Congress shall have power to declare the punishment of treason, but no attainder of treason shall work corruption of blood, or forfeiture except during the life of the person attainted.

The family of a traitor cannot be punished for his crime, unless they helped him in acts of treason. The descendants of a traitor do not carry the burden of his guilt.

Checking up

1. What are the qualifications for a President?
2. Find, in sections 2 and 3 of Article II, five powers and duties of the President.
3. What is the highest court in the nation called? How long do its members serve?
4. Define “treason.”

Other articles and amendments

Article IV

Interstate Relations

Section 1. Full faith and credit shall be given in each State to the public acts, records, and judicial proceedings of every other State. And the Congress may by general laws prescribe the manner in which such acts, records, and proceedings shall be proved, and the effect thereof.

Section 2. The citizens of each State shall be entitled to all privileges and immunities of citizens in the several States.

A person charged in any State with treason, felony, or other crime, who shall flee from justice, and be found in another State, shall on demand of the executive authority of the State from which he fled, be delivered up, to be removed to the State having jurisdiction of the crime.

The subject of this paragraph is what is known as “extradition.” In practice, governors usually deliver up criminals who have fled into their states. In some cases, however, governors refuse to return fugitives to the other state.

No person held to service or labor in one State, under the laws thereof, escaping into another, shall, in consequence of any law or regulation therein, be discharged from such service or labor, but shall be delivered up on claim of the party to whom such service or labor may be due.

This paragraph has had no force since the 13th and 14th Amendments were passed, because since that time there have been no slaves or indentured servants in our country.

Relation of the United States to States and Territories

Section 3. New States may be admitted by the Congress into this Union; but no new State shall be formed or erected within the jurisdiction of any other State; nor any State be formed by the junction of two or more States, or parts of States, without the consent of the legislatures of the States concerned as well as of the Congress.

The Congress shall have power to dispose of and make all needful rules and regulations respecting the territory or other property belonging to the United States; and nothing in this Constitution shall be so construed as to prejudice any claims of the United States, or of any particular State.

The makers of the Constitution foresaw the growth of our nation and planned that new states would enter the Union on an equal footing with the old.

Section 4. The United States shall guarantee to every State in this Union a republican form of government, and shall protect each of them against invasion; and on application of the legislature, or of the executive (when the legislature cannot be convened) against domestic violence.

Because the federal government is a “republican form,” with elected representatives, it is necessary that the states too have this form of government, in which the people have final say by means of their votes.

Article V

Provisions for Amendment

The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose amendments to this Constitution, or, on the application of the legislatures of two thirds of the several States, shall call a convention for proposing amendments, which, in either case, shall be valid to all in-

tents and purposes, as part of this Constitution, when ratified by the legislatures of three fourths of the several States, or by conventions in three fourths thereof, as the one or the other mode of ratification may be proposed by the Congress; provided that [no amendment which may be made prior to the year one thousand eight hundred and eight shall in any manner affect the first and fourth clauses in the ninth section of the first Article; and that] no State without its consent, shall be deprived of its equal suffrage in the Senate.

This Article provided two ways to propose an amendment and two ways in which to ratify it; so, in effect, there are four ways of amending the Constitution. The phrase in brackets was a temporary provision.

Article VI

National Debts, the Supremacy of the National Government, Oaths

All debts contracted and engagements entered into, before the adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the Confederation.

This Constitution, and the laws of the United States which shall be made in pursuance thereof; and all treaties made, or which shall be made, under the authority of the United States, shall be the supreme law of the land; and the judges in every State shall be bound thereby, anything in the constitution or laws of any State to the contrary notwithstanding.

When state laws conflict with national laws, the national laws must prevail. They are “the supreme law of the land.” To many, this is the most important clause in the Constitution.

The Senators and Representatives before mentioned, and the members of the several

State legislatures, and all executive and judicial officers, both of the United States and of the several States, shall be bound by oath or affirmation, to support this Constitution; but no religious test shall ever be required as a qualification to any office or public trust under the United States.

Article VII

Ratification

The ratification of the conventions of nine States, shall be sufficient for the establishment of this Constitution between the States so ratifying the same.

Done in Convention by the unanimous consent of the States present the seventeenth day of September in the year of our Lord one thousand seven hundred and eighty-seven and of the independence of the United States of America the twelfth. In witness whereof we have hereunto subscribed our names. [See page 59.]

After the Constitution was ratified, the Confederation Congress set March 4, 1789, as the date when the new United States government would begin. New York City was selected as the temporary capital. (In 1790, the federal government moved to Philadelphia; it remained there until 1800, when Washington, D.C., became the permanent capital.)

One of the earliest accomplishments of the First Congress was to prepare the first ten amendments to the Constitution. These amendments, called the “Bill of Rights,” had been demanded by several states as a condition for ratifying the Constitution. The individual rights safeguarded by these amendments had been the subject of some of the grievances listed in the Declaration of Independence. Each right was a protection with centuries of history behind it, often dearly bought with the blood and lives of people determined to prevent oppression by their rulers.

These men were the Founding Fathers who drew up the United States Constitution.

Attest: WILLIAM JACKSON, *Secretary*

GEORGE WASHINGTON
President and Deputy from Virginia

<i>New Hampshire</i> JOHN LANGDON NICHOLAS GILMAN	<i>Pennsylvania</i> BENJAMIN FRANKLIN THOMAS MIFFLIN ROBERT MORRIS GEORGE CLYMER THOMAS FITZSIMONS JARED INGERSOLL JAMES WILSON GOUVERNEUR MORRIS	<i>Virginia</i> JOHN BLAIR JAMES MADISON, JR.
<i>Massachusetts</i> NATHANIEL GORHAM RUFUS KING		<i>North Carolina</i> WILLIAM BLOUNT RICHARD DOBBS SPAIGHT HUGH WILLIAMSON
<i>Connecticut</i> WILLIAM SAMUEL JOHNSON ROGER SHERMAN	<i>Delaware</i> GEORGE READ GUNNING BEDFORD, JR. JOHN DICKINSON RICHARD BASSETT JACOB BROOM	<i>South Carolina</i> JOHN RUTLEDGE CHARLES COTESWORTH PINCKNEY CHARLES PINCKNEY PIERCE BUTLER
<i>New York</i> ALEXANDER HAMILTON	<i>Maryland</i> JAMES MCHENRY DAN OF ST. THOMAS JENIFER DANIEL CARROLL	<i>Georgia</i> WILLIAM FEW ABRAHAM BALDWIN
<i>New Jersey</i> WILLIAM LIVINGSTON DAVID BREARLEY WILLIAM PATERSON JONATHAN DAYTON		

(Rhode Island sent no delegate to the Constitutional Convention.)

The first ten amendments became a part of the Constitution on December 15, 1791. All the later amendments were introduced one at a time.

Amendment 1

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment 2

A well-regulated militia, being necessary to the security of a free State, the right of the people to keep and bear arms, shall not be infringed.

This right was precious to early Americans. On the frontier a rifle or musket was often a family's only real protection against

Indians and wild animals. The right to possess guns has been modified in most states.

Amendment 3

No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

Amendment 4

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

The amendment does not stop legal searches—that is, by authorities with search warrants who conduct themselves in a lawful manner.

Amendment 5

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

The 5th Amendment is often in the news today. Its most important clauses provide that no one can be tried twice for the same offense and that no one can be compelled to be a witness against himself. (The purpose of this provision was to prevent the use of torture or threats to force a prisoner to confess.) Today, when a witness in a Congressional investigation, for instance, says "I stand on the Fifth Amendment," he cannot be compelled to give testimony that might incriminate him.

The words "due process of law" are also important. This restriction on the powers of government can be found, in different words, in Magna Carta. It is also expressed in the Declaration of Independence. It is one more reassurance that we live under a government of laws, not of men. By means of the 14th Amendment, this protection was extended to citizens of states as well.

The safeguards provided in the 5th Amendment express a feeling that is deep-rooted in American life. We believe that those who enforce the laws should obey the laws while enforcing them. And we believe that, in the long run, life and liberty can be as much endangered by illegal methods used to convict suspected criminals as by the actual criminals themselves.

Amendment 6

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

Amendment 7

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise re-examined in any court of the United States, than according to the rules of the common law.

Amendment 8

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment 9

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Here the Constitution-makers say that they have not attempted to list all the rights the people have. Many of these rights were in force long before the Constitution and its amendments were written.

Amendment 10

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

This confirms the residual powers of the states.

Amendment 11 (1798)

The judicial power of the United States shall not be construed to extend to any suit in law or equity, commenced or prosecuted against one of the United States by citizens of another State, or by citizens or subjects of any foreign state.

This changed the force of the phrase about controversies “between a State and citizens of another State” in the first paragraph of Section 2 in Article III.

Amendment 12 (1804)

The electors shall meet in their respective States and vote by ballot for President and Vice-President, one of whom, at least, shall not be an inhabitant of the same State with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots the person voted for as Vice-President, and they shall make distinct lists of all persons voted for as President, and of all persons voted for as Vice-President, and of the number of votes for each, which lists they shall sign and certify, and transmit sealed to the seat of the Government of the United States, directed to the President of the Senate;—the President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates and the votes shall then be counted;—the person having the greatest number of votes for President, shall be the President, if such number be a majority of the whole number of electors appointed; and if no person have such majority, then from the persons having the highest numbers not exceeding three on the list of those voted for as President, the House of Representatives shall choose immediately, by ballot, the President. But in choosing the President, the votes shall be taken by States, the representation from each State having one vote; a quorum for this purpose shall consist of a member or members from two

thirds of the States, and a majority of all the States shall be necessary to a choice. And if the House of Representatives shall not choose a President whenever the right of choice shall devolve upon them, before the fourth day of March next following, then the Vice-President shall act as President, as in the case of the death or other constitutional disability of the President.—The person having the greatest number of votes as Vice-President, shall be the Vice-President, if such number be a majority of the whole number of electors appointed, and if no person have a majority, then from the two highest numbers on the list, the Senate shall choose the Vice-President; a quorum for the purpose shall consist of two thirds of the whole number of Senators, and a majority of the whole number shall be necessary to a choice. But no person constitutionally ineligible to the office of President shall be eligible to that of Vice-President of the United States.

This amendment corrected the trouble about elections that arose from Article II. It also specified that qualifications for Vice-President are the same as the President's.

The reference to “the fourth day of March” no longer applies, since Amendment 20 has changed the date for the President's inauguration.

After Amendments 11 and 12 straightened out the snarls that had been unforeseen when the Constitution was written, more than fifty years passed before other amendments were added. Then changed conditions after the Civil War brought a need for several new amendments.

Amendment 13 (1865)

Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2. Congress shall have power to enforce this article by appropriate legislation.

This amendment freed the slaves in the North—that is, those who were not already freed in the states covered by Lincoln’s Emancipation Proclamation during the Civil War.

Amendment 14 (1868)

Section 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

This section made former slaves citizens and gave them civil rights. It also defines who is a citizen of the United States and sets national citizenship above state citizenship.

Section 2. Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice-President of the United States, Representatives in Congress, the executive and judicial officers of a State, or the members of the legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number

of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

By cancelling the “three fifths” provision in Article I, this amendment gave the Southern states fourteen more members in the House of Representatives.

The penalty provided in this section for withholding the vote has never been enforced.

Section 3. No person shall be a Senator or Representative in Congress, or elector of President and Vice-President, or hold any office, civil or military, under the United States, or under any State, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any State legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two thirds of each House, remove such disability.

“Officers” here means officials, not army officers. The purpose of this section was to prevent federal officials who had sided with the Confederacy from regaining their offices. However, Congress was given the power, which it sometimes used, of overlooking the war record of these former federal officers.

Section 4. The validity of the public debt of the United States, authorized by law, including debts incurred for payments of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any

claim for the loss or emancipation of any slave; but all such debts, obligations, and claims shall be held illegal and void.

Section 5. The Congress shall have power to enforce, by appropriate legislation, the provisions of this article.

Amendment 15 (1870)

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

Amendment 14 did not specifically say that all Negroes must be allowed to vote.

Amendment 16 (1913)

The Congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several States, and without regard to any census or enumeration.

This amendment, which allows Congress to collect an income tax without regard to apportionment among the states, alters the interpretation of Sections 2 and 9 in Article I. A previous attempt to collect income tax had been ruled unconstitutional.

Amendment 17 (1913)

The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof for six years; and each Senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislatures.

When vacancies happen in the representation of any State in the Senate, the executive authority of such State shall issue writs of election to fill such vacancies; *Provided*,

That the legislature of any State may empower the executive thereof to make temporary appointments until the people fill the vacancies by election as the legislature may direct.

This Amendment shall not be so construed as to affect the election or term of any Senator chosen before it becomes valid as part of the Constitution.

According to Section 3 in Article I, Senators were to be elected by the state legislatures. But as time went on, it was considered wiser to have them elected by direct vote of the people.

Amendment 18 (1919)

Section 1. After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.

Section 2. The Congress and the several States shall have concurrent power to enforce this article by appropriate legislation.

Section 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

This is the so-called Prohibition Amendment. It was repealed by Amendment 21 in 1933.

Amendment 19 (1920)

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

Congress shall have power to enforce this article by appropriate legislation.

Similar amendments had been introduced and defeated in Congress for more than forty years. On this question, the states had advanced more rapidly than the federal government. By the time the 19th Amendment was adopted, fifteen states had complete woman's suffrage, and fourteen other states (including Illinois) had partial woman's suffrage.

Amendment 20 (1933)

Section 1. The terms of the President and Vice-President shall end at noon on the 20th day of January, and the terms of Senators and Representatives at noon on the third day of January, of the years in which such terms would have ended if this article had not been ratified; and the terms of their successors shall then begin.

Until this amendment, March 4th was the date on which newly elected executive officers and Congressmen started their terms. In the early days of our country, with poor transportation and communication, it required several months after the elections in November to count the votes, notify the winners, and get them assembled in the national capital. But today it is no longer necessary or desirable to have such a lapse of time between election and inauguration of the new government.

The previous time lapse created an especially bad situation in Congress, because a Congressman defeated in November remained in office until March 4th of the next year. Such men were called "lame ducks." They had no real power, for they no longer represented the will of the people as expressed in the election.

Section 2. The Congress shall assemble at least once in every year, and such meeting shall begin at noon on the third day of January, unless they shall by law appoint a different day.

The reason why Congress is directed to assemble before the President and the Vice-President take office is to provide for the possibility that the House of Representatives might need to choose a President (as detailed in the following sections). In such a case, the choice would be made by the newly elected Representatives, not by the "lame ducks."

Section 3. If, at the time fixed for the beginning of the term of the President, the President elect shall have died, the Vice-President elect shall become President. If a President shall not have been chosen before the time fixed for the beginning of his term, or if the President elect shall have failed to qualify, then the Vice-President elect shall act as President until a President shall have qualified; and the Congress may by law provide for the case wherein neither a President elect nor a Vice-President elect shall have qualified, declaring who shall then act as President, or the manner in which one who is to act shall be selected, and such person shall act accordingly until a President or Vice-President shall have qualified.

Section 4. The Congress may by law provide for the case of the death of any of the persons from whom the House of Representatives may choose a President whenever the right of choice shall have devolved upon them, and for the case of the death of any of the persons from whom the Senate may choose a Vice-President whenever the right of choice shall have devolved upon them.

Section 5. Sections 1 and 2 shall take effect on the 15th day of October following the ratification of this article.

Section 6. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three fourths of the several States within seven years from the date of its submission.

Amendment 21 (1933)

Section 1. The Eighteenth Article of Amendment to the Constitution of the United States is hereby repealed.

Section 2. The transportation or importation into any State, Territory, or possession of the United States for delivery or use therein of intoxicating liquors, in violation of the laws thereof, is hereby prohibited.

Section 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by conventions in the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.

This was the first amendment adopted to repeal a previous amendment.

Section 2 provides for state option, in states that want to have “dry laws.”

Amendment 22 (1951)

Section 1. No person shall be elected to the office of the President more than twice, and no person who has held the office of President, or acted as President, for more than two years of a term to which some other person was elected President shall be elected to the office of the President more than once. But this article shall not apply to any person holding the office of President when this article was proposed by the Congress, and shall not prevent any person who may be holding the office of President, or acting as President, during the term within which this article becomes operative from holding the office of President or acting as President during the remainder of such term.

Section 2. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three fourths of the several States within seven years from the date of its submission to the States by the Congress.

Our first President, George Washington, served two terms and then declined to run again. Such was the beginning of an unwritten custom that a President should not serve more than two terms. The tradition was not broken until 1940. In that year Franklin D. Roosevelt was elected for a third term, and in 1944 for a fourth term. This caused some worry that one man might continue in office indefinitely and thus become much too powerful. Amendment 22 limits a President to two elected terms, or to ten years at the most (if he succeeds to the Presidency before being elected to it).

Amendment 23 (1961)

Section 1. The District constituting the seat of Government of the United States shall appoint in such manner as the Congress may direct: A number of electors of President and Vice-President equal to the whole number of Senators and Representatives in Congress to which the District would be entitled if it were a State, but in no event more than the least populous State; they shall be in addition to those appointed by the States, but they shall be considered, for the purposes of the election of President and Vice-President, to be electors appointed by a State; and they shall meet in the District and perform such duties as provided by the twelfth article of amendment.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

By this amendment the residents of the District of Columbia gained the right to vote for President and Vice-President for the first time in history. People who lived there voted in 1792, 1796, and 1800 as residents of either Maryland or Virginia. When Congress created the District in 1800, however, they were automatically excluded from voting. The District of Columbia now has three electoral votes.

OUR LIVING CONSTITUTION

The men who wrote the Constitution were not of an ordinary kind. Many of them were men of learning. Most of them had studied history well and knew what kinds of government and laws had already been tried out in the world. For that reason, they avoided some of the mistakes of the past. The Constitution-makers used many of the best features of Magna Carta and the English laws. Their work resulted in one of the greatest documents in human history.

Americans today are so accustomed to the blessings and liberties provided by the Constitution that we are inclined to forget the struggles and yearnings which brought it about. It has been the beacon light that has guided the nation through many crises. We have an obligation to defend and safeguard it, so that we and our posterity may continue to enjoy the many freedoms and rights which it provides. Its great principles of personal liberty, religious freedom, safety of person and property, freedom of speech and the press, right of assembly, and right of a trial by jury are the firm foundations on which our heritage is based.

The real strength of the Constitution lies not in what it says, but in what it *means* at any given time. The Founding Fathers produced a document flexible enough to adjust itself to the needs of a changing nation.

How has our Constitution kept pace as our country grew from 13 states to 50, and from a predominantly agricultural society to an industrialized and urbanized nation? It has remained a living thing because it can be expanded by amendment, by interpretation in the courts, by use of the "elastic clause" in Congressional powers, and by tradition developed through the years.

The following sections describe the three branches of our government in action today. They will show you how the living Constitution has let democracy expand until it now speaks for the whole nation.

Checking up

1. Where did the men who wrote the Constitution get their ideas?
2. Some nations do not have a written constitution. Can you see any advantages in that?
3. Why is it important to know when a constitutional amendment was proclaimed?
4. Which amendments make up our Bill of Rights?
5. Why do we say that we have a "living Constitution"?

5

The Legislative Branch in action

The first Article of the Constitution, you will recall, makes Congress the law-making body of the nation. The Constitution-makers wanted to make sure that much thought would be given to the kinds of laws passed. They provided for two houses, called the Senate and the House of Representatives. Neither house alone can pass a bill. But together they, and they alone, can make the laws of the nation.

Congress, furthermore, cannot give up its powers to any person or group. To be elected to Congress is a great honor. It offers a man or woman an opportunity to help make wise and just laws. Congressmen, therefore, are charged with a great responsibility. Do you know the names of the two Illinois Senators and the Representative in Congress from the district where you live?

THE HOUSE OF REPRESENTATIVES

As you know, membership in the House of Representatives is based on population. So the number of members has increased greatly as our country grew in population

(Department of Commerce—Bureau of the Census)



In 1929, Congress passed a law limiting the number of Representatives to 435. The law-makers felt that any more members would make it too hard to consider and pass bills. The number was temporarily increased to 437 when Alaska and Hawaii became states; but after the 1960 census, the total went back to 435 again. This caused a hardship to certain states, including Illinois. As the map shows, the population shift to some of the states in the South, Southwest, and North gave them an increase in representation, at the expense of states that had

not grown so rapidly. Illinois lost one Representative and had to redraw its maps of congressional districts. (See page 68.)

The House chooses its own officers. The Speaker of the House is the presiding officer. Others are the majority leader and whip, the minority leader and whip, clerk, sergeant-at-arms, parliamentarian, and chaplain.

The *majority leader* is chosen by the political party that has the most members in the House, and the *minority leader* is chosen by the other party. Under our two-party system, no third party has ever had enough



seats in the House to require a leader. The leaders are helped by the *whips*. Party whips determine how their members plan to vote. Then they make sure that the members are present to vote at the right time.

The House has four special powers. It elects its own presiding officer. All bills to raise money (revenue bills) must start there. It begins any impeachment proceedings. And, if no presidential candidate receives a majority of the electoral votes, the House of Representatives chooses a President from among the three leading candidates.

THE SENATE

The number of Senators in Congress has not increased as enormously as the number of Representatives. Why not? How many Senators are there today?

Because the six-year terms of Senators are staggered, with one-third of the members being elected every two years, there is never a complete change of personnel in any one election. This system insures that at least two-thirds of the Senators at any session have had previous experience in law-making. What other qualification for the election of Senators tries to provide "wiser heads" in that house?



Left) Senator Everett M. Dirksen greets a group of 4-H Club members in his office in Washington. Right) Senator Paul H. Douglas is photographed on the steps of the Senate Office Building with a class of eighth-graders from Westchester, who were visiting the national capital.

Another result of the staggered system of senatorial elections is that it is more difficult for one political party to displace another suddenly. Thus the Senate has a greater political stability than the House, which could—theoretically—be brand-new every two years, with a complete shift from one party to another.

Like the House, the Senate chooses its own officers—secretary, sergeant-at-arms, doorkeeper, chaplain, and so on. Who is the presiding officer of the Senate?

The Senate also has some special powers. All treaties made by the President must be ratified by the Senate, and all major appointments made by the President must have the Senate's "advice and consent." When no vice-presidential candidate gets a majority of the electoral votes, the Senate elects a Vice-President. When the House impeaches an executive or judicial officer, it is the duty of the Senate to try him.

CONGRESS IN ACTION

The Constitution directs Congress to meet at least once a year. This was important to the Founding Fathers because they knew that tyrants had often refused, for years at a time, to call their law-makers together. Our Constitution makes sure that meetings of Congress are held regularly. Both houses assemble at noon on January 3rd of each year. (However, another day may be legally chosen, as—for instance—when January 3rd falls on a Sunday.)

Every two years, after each election of members, the new Congress is numbered consecutively and then holds two regular sessions. For example, the Eighty-seventh Congress began its first session in January 1961 and its second session in January 1962.

Congress remains in session until its work for the year is finished. It adjourns at its own discretion; but the Constitution states that neither house may adjourn for more than three days without the consent of the other. Nor can the House and the Senate hold their meetings in separate places. (This is because no bill can become a law without the consent of both houses, and the process of law-making would be delayed if both houses were not in session at the same place at the same time.) Each house must have a *quorum* of its members present in order to make laws. A quorum in Congress is a majority, or more than half of the members.

Both houses begin work each day with a prayer offered by the chaplain. Secretaries keep a careful record of all bills introduced. They also transcribe all of the discussion, whether important or not, that takes place on the floor. This material is published in the next day's issue of the *Congressional Record*.

The first business of Congress in any session is to organize, by electing its officers and choosing its committees. Both the House and the Senate have more or less

permanent groups called *standing committees*. The House has 19 committees, the Senate has 15. Many of the committees are of the same kind in both houses. The Senate has a Foreign Relations Committee to handle its special responsibility of foreign affairs; and the House has a Ways and Means Committee, which introduces all tax bills.

A bill may be introduced in either house, unless it is a revenue bill, which must be started in the House of Representatives. A bill is read at the time it is presented, and this is the first of three required readings. (But the first "reading" is by title only.) Then the presiding officer assigns the bill to a committee. In committee the bill may be studied, experts may be called in, or public hearings may be held. The bill may be amended or even entirely rewritten. Some bills may be "pigeonholed" by the committee, either because they do not like them or because there is not enough time to work on them. Such bills "die in committee," as do bills that the committee studies and then votes against. The purpose of the committees is to weed out useless bills and bills that duplicate each other. About nine out of every ten bills die in committee. However, after a bill has been pigeonholed by a House committee, it can be brought before the House for action if a petition is signed by a majority of the Representatives.

Those bills which are approved by the committee are returned to the floor of the house. Each house keeps a *calendar*, which lists each bill that has been approved by a committee. The calendar serves as a schedule showing the order in which bills are to be taken up.

Second reading is the next step. At this time the bill may be amended. If many amendments are suggested, the bill may be sent back to committee for further study.

Sometimes Congressional debates get a great deal of publicity. You may have seen



The work of congressional investigating committees is often in the news today. Here Senator Estes Kefauver is questioning a witness at the center table.

parts of important debates on television. But many bills are passed with little or no discussion. Then the bill is ready for third reading (usually by title only) and voting.

There are four ways of taking the vote on a bill. The presiding officer can ask for a voice vote and decide by listening to those for and against. If any member is not satisfied, he may ask for a second method, called "division." In this method those in favor of a bill either raise their right hand or stand, and those against the bill then do the same. A clerk makes a count each time.

A more unusual way of voting in the House is "by tellers." Under this system the Representatives pass down the center aisle—first those in favor of the bill, and then those opposed—and are counted by the tellers.

The most formal way of voting is the roll-call vote, which requires approval of one-fifth of the members present. The roll is called and every member votes. Such votes are printed in the *Congressional Record*.

After a bill has passed one house, it goes to the other, where all of these steps are repeated. If the second house amends the bill, it must be returned to the first house to see if it will approve the change. Or, if major changes are made in the second house, it may be that both houses will appoint members to a joint committee which will try to write a bill that is acceptable to both houses.

When a bill has been passed by both the House of Representatives and the Senate, it must be sent to the President. The President can do one of three things. He may sign the bill, so that it becomes a law. He may *veto* the bill; it can then become a law only if two-thirds of each house votes to override the veto. Or the President may neither sign nor veto the bill. If Congress is in session and the President does not sign the bill, it automatically becomes a law after ten days, not counting Sundays. If Congress has adjourned and the President has not signed the bill, it does not become a law. This unusual method of killing a bill after Congress is out of session is called a *pocket veto*.

Sometimes, after a law is passed and put into effect, the Supreme Court declares it *unconstitutional*. This power of the judiciary is one of the checks and balances that control what is done by the Legislative Branch of our government.

Congressmen have certain privileges and restrictions. Both Senators and Representatives are exempt from lawsuits growing out of their activity as Congressmen. Unless a crime is very serious, they cannot be arrested while Congress is in session. They

cannot be questioned about any speech or debate they may have made in Congress. Do you see the wisdom of this privilege? On the other hand, Congressmen cannot hold any other government office while they are serving in Congress.

The Constitution provides that Congress itself decides what salaries are to be paid to Senators and Representatives. These salaries are paid from the United States Treasury. What is the present salary for a Representative? For a Senator? What extra allowances do Congressmen receive?

Checking up

1. What is the main purpose of the Legislative Branch of our government?

2. Review, from Section 2 of this chapter, the kind of things Congress may make laws about.

3. What are the special powers of the House? Of the Senate?

4. How do two houses of Congress, rather than one, help to keep a balance of power between large and small states?

5. Name the major steps by which a bill becomes a law.

6. What are some of the privileges of Congressmen? Some restrictions?

6

The Executive Branch in action

The delegates to the Constitutional Convention believed that the people should not vote directly for the President and the Vice-President. The Founding Fathers feared that the candidates might live a long way off, and the voter could not know whether they were fit for the high offices or not. So the Constitution-makers provided that persons chosen from each state, called *electors*, should elect the President and the

Vice-President. The Electoral College system, however, is rather complicated; and today its operation is considerably different from what the Founding Fathers had in mind. Since the growth of political parties in our country, the indirect system of electoral voting has virtually become one in which the people vote directly for the President and Vice-President. Here is how the system works today.

ELECTING A PRESIDENT

During the summer of presidential election years, the major political parties hold nominating conventions, at which they select their candidates for President and Vice-President. This system is nowhere mentioned in the Constitution. Political parties and nominating conventions are new ideas that have developed since the days of the Founding Fathers. Another new custom is the practice of naming two candidates to run as a team for President and Vice-President (instead of two individuals on separate ballots, as provided in Amendment 12).

While the candidates are campaigning for votes in the months between the conventions and the election, the political parties in each state draw up their lists of presidential electors. Although electors are supposed to be free to vote for anyone, it has become the custom for them to be pledged to vote for their party's candidates.

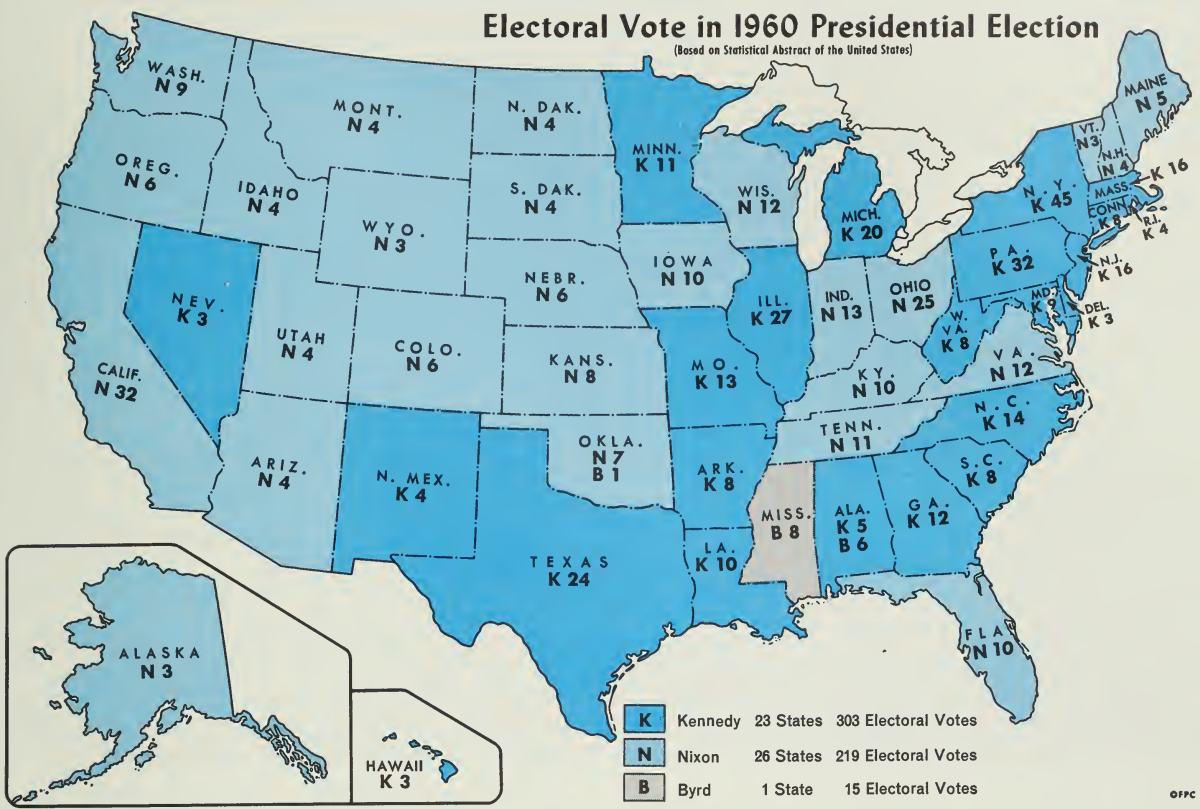
Each state is entitled to as many electors as it has members in both houses of Congress. In 1960, the total in the Electoral College was 537, corresponding to 437 Representatives and 100 Senators.* A majority of the total number of electors must vote for one of the candidates in order for him to be elected President.

On election day, a voter theoretically

* After 1960, you remember, the number of Representatives was limited to 435 again. But the total of electoral votes has since been increased by the addition of three from the District of Columbia.

Electoral Vote in 1960 Presidential Election

(Based on Statistical Abstract of the United States)



OFFC

casts his vote *not* for the party candidates but for the electors who are pledged to the candidates of his choice. However, since the electors seldom break their pledge, the voter is voting almost directly for President.

When the votes are counted at the end of the election, there are two totals—the *popular vote* and the *electoral vote*. The popular vote indicates the number of men and women who cast their votes for one candidate or another. But the popular vote does not elect the President. The vote that really does this is the electoral vote. And so it has sometimes happened that a candidate with the largest popular vote does *not* win the election. He may win many small states with sweeping majorities, yet gain only a few electoral votes from these states; but if he loses large states by even one vote in each, he loses all of their electoral votes.

By keeping track of the electoral vote as final returns come in on election night, it is often possible to know immediately who has been elected President. However, he is

In the 1960 election, the popular vote was evenly divided—Kennedy 49.7%, Nixon 49.6%. But see what a difference there was in electoral votes!

not officially elected until weeks later, after the electors in each state have met and cast their votes and then forwarded the results to Washington, to be counted by Congress early in January.

Although this method of electing a President seems complicated and out of date, it is not likely to be changed soon. In spite of its disadvantages, political leaders find it hard to agree on what other method might be better.

THE PRESIDENCY

Fewer than forty men have ever been President of the United States, an office that is now one of the world's most honored positions. The Presidency offers a tremendous satisfaction for a man serving his country. It brings honor and prestige, both from within the nation and from the world at large.

Along with honor, it bears an almost-crushing weight of responsibility. Decisions that may affect millions of American citizens, as well as countless millions around the world, rest on one man's shoulders. No matter what his party is, the President deserves the respect of all our citizens, for he handles a mammoth job.

The scope of the Presidency has far outgrown what the Founding Fathers set down in the Constitution. Through the years, custom and tradition have created new roles for the man in the White House. He is the leader of his political party, and its chief spokesman. He is directly responsible for all our foreign policy and for keeping the United States respected by other nations. He is responsible for the economic prosperity of our nation, and is the spokesman for the whole nation on all matters.

The President's salary is now \$100,000 a year. He receives a liberal allowance for travel and entertainment, as well as another large expense fund. Congress also provides money for maintenance of the White House.

The President's salary cannot be changed while he is in office. Nor can he receive another salary from a state. Both of these constitutional provisions help keep him independent of Congress and the states while he is performing his duties.

CONSTITUTIONAL POWERS OF THE PRESIDENT

The Constitution contains only a few paragraphs about the President's duties and powers. But in practice they are many and varied. They come under three broad headings—executive, judicial, and legislative. As you will see, all of these powers are controlled by checks and balances from the other branches of our government, so that no President can seize too much power.

Executive duties. The Chief Executive is commander in chief of all our armed forces, both in peace and in war. Only Congress

can declare war, but the President has the power to send troops abroad in peacetime if he feels that American interests are threatened.

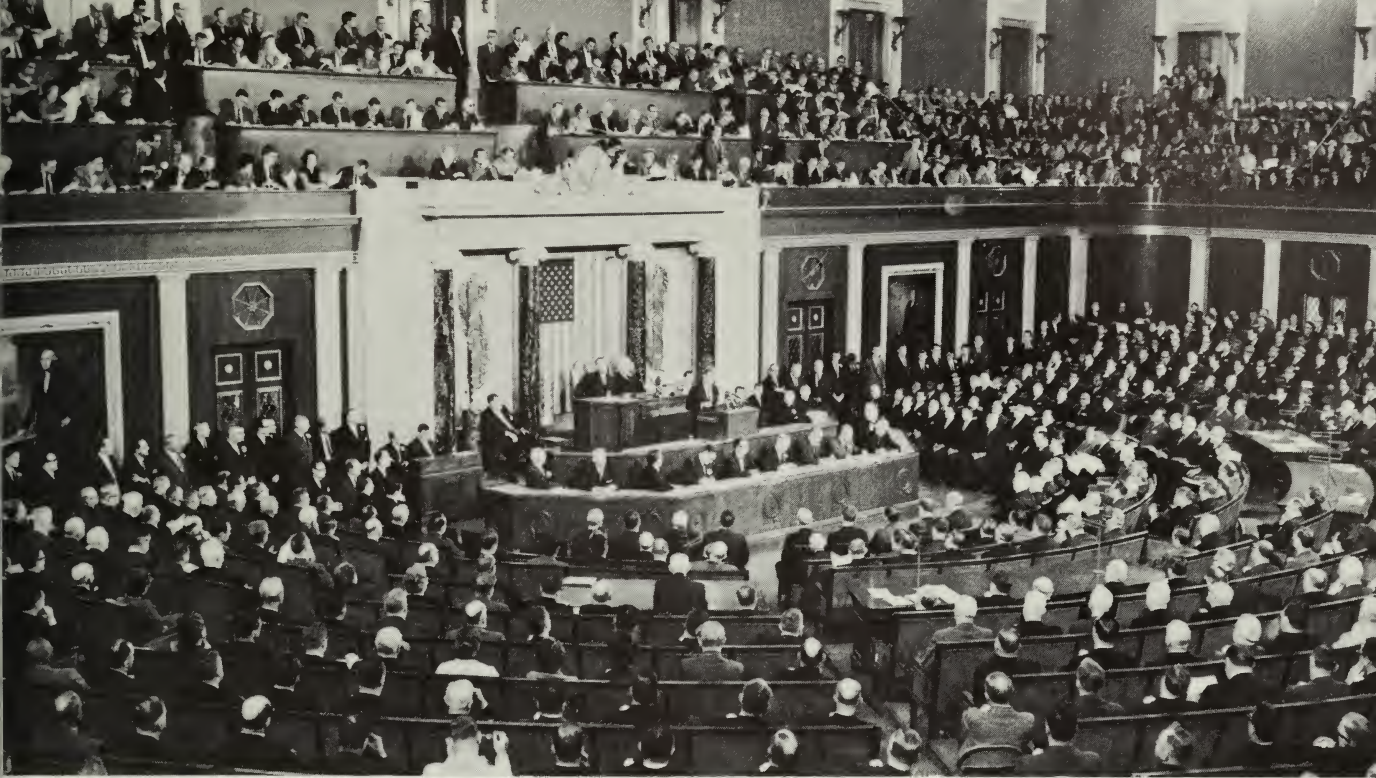
The President can make treaties with other nations. But all treaties have to be approved by a two-thirds vote of the Senate. The President receives officials of other governments, and he or one of his assistants represents our nation in its dealings with foreign governments.

Another presidential duty is to appoint officials, including ambassadors, ministers, consuls, federal court judges, many of the postmasters, and the heads of certain government agencies. All of these appointments are subject to the advice and consent of the Senate.

The President must see that our laws are "faithfully executed." The number of laws in force is very large and increases every year. Many federal agencies have been set up, therefore, to carry out the laws. All of them are under the President's control.

Judicial duties. In this field, the President can grant pardons to persons who have committed crimes against the United States. In other words, he can shorten the sentence of a convicted person. In much the same way, he can grant a reprieve, which delays putting into effect a penalty for violating the law. The President sometimes grants a reprieve in the case of a death penalty if it seems to him that new evidence may come to light.

Legislative duties. As we have seen, the President's signature is required (except in a few cases) to make a bill become a law. Only Congress can make laws; but in many instances the President is permitted to use his own judgment on how they should be enforced. Congress may pass a law in general terms and leave it up to the President to make the law specific by means of an *executive order*, which directs how the law shall be applied and enforced.



President Kennedy delivered his first State of the Union message on January 30, 1961. Members of the House, the Senate, the Cabinet, and the Supreme Court are gathered in the House Chamber. Reporters are in the gallery above the clock.

The Constitution requires the President to give Congress information on the state of the Union from time to time. Soon after a session of Congress opens, the President delivers his State of the Union message. Besides reporting on the nation's affairs, he often lays before Congress a program of making laws.

The President can call a special session of Congress or of either house. He can also adjourn a session of Congress when the two houses cannot agree about a time to adjourn.

It may seem that the growth of presidential influence in legislative matters has weakened the powers of Congress. But Congress has ultimate control, through its "power of the purse." Only Congress can pass tax laws and appropriate money for the needs of the government. Without this

money, no President can carry out plans that are opposed by the people's representatives in the two houses of Congress.

PRESIDENTIAL SUCCESSION

What happens if a President should die while in office or for some reason not be able to perform his duties? The Vice-President is first in line to succeed him. After that, the Constitution gives Congress the power to determine the order of succession. A Presidential Succession Act, passed in 1947, places the Speaker of the House after the Vice-President. Next comes the Senate's President *pro tempore*, then the Secretary of State and the other members of the President's Cabinet, in the order in which the Cabinet posts were created.

THE PRESIDENT'S CABINET

The job of the Chief Executive of the United States is so far-reaching in its duties that no one man could handle it alone. The President, therefore, appoints men to head the major departments of government. They each have the rank of Secretary. At the pres-

ent time there are ten such positions, and these ten make up the President's Cabinet. They are the chiefs of huge departments which carry out laws made by Congress. They also advise and assist the President.

The President holds regular meetings of his Cabinet, though this is not provided for in the Constitution. These meetings are another of the many customs and usages which have come to be known as our "Unwritten Constitution." The President is chairman of the group, and the Secretaries are responsible to him for everything they do. The President may call on the Secretaries for opinions and reports in writing, and he often does.

The growth and development of Cabinet departments clearly show the expansion of activities of our national government. When the federal government was founded, it offered few services directly to its citizens. It dealt only with broad national problems. George Washington's first Cabinet was made up of the Secretary of State, the Secretary of the Treasury, the Secretary of War, and the Attorney-General. At that time, the urgent needs of government were to "form a more perfect union, establish justice, insure domestic tranquility, and provide for the common defense." But as years went by, our government enlarged the scope of its activities to "promote the general welfare and secure the blessings of liberty to ourselves and our posterity." The concepts of "general welfare and the blessings of liberty" have broadened far beyond anything the Founding Fathers might have dreamed of. As you read about the individual Cabinet departments, you will see how our government has effectively kept up with the needs of its citizens in a growing, changing, dynamic nation.

THE DEPARTMENT OF STATE

The Department of State is the first and most important of the executive departments. Many Secretaries of State have later

become President. At Cabinet meetings, the Secretary of State sits at the right side of the President.

The department has two kinds of duties: domestic and foreign. Domestic duties include keeping charge of the laws, the records, and the Great Seal of the United States. The Secretary of State keeps the original copy of all treaties made by the United States as well as of laws passed by Congress. He also maintains the official correspondence between the President and the state governors.

The President may sometimes deal directly with a foreign government. Usually, however, our dealings with other governments are carried on through the Department of State. Important phases of this work deal with our political, economic, and mutual-security relations with other nations. Thousands of employees carry on the day-by-day responsibility of the department at home and abroad.

THE DEPARTMENT OF THE TREASURY

This department supervises the collection of taxes and other government revenues. It prints and coins all our money and regulates the national banking system. The department has many other specialized duties.

The revenue of the United States comes from many sources. Today most of it comes from the income tax. Most workers pay income taxes to the government each year. The income tax is *internal revenue*, because it is collected within the nation. There are many other sources of internal revenue. The taxes on theaters, amusements, gasoline, jewelry, and playing cards are a few of the common sources. Can you name others?

One of the most interesting branches of the Treasury Department is the United States Secret Service. It guards the President, his family, and the President-elect. It also deals with the crime of counterfeiting.



Our Coast Guard is a part of the Treasury Department in times of peace; when war comes, the Coast Guard becomes a part of the Navy. The peacetime duties of the Coast Guard include law enforcement and the protection of life and property at sea.

The Bureau of Narcotics enforces laws dealing with import and export of certain drugs. The Bureau of Customs collects import duties, and works closely with both the Coast Guard and the Bureau of Narcotics to stamp out smuggling.

THE DEPARTMENT OF DEFENSE

The Department of Defense is the executive department that enables the President to carry out his duties as commander in chief of our armed forces. Its reorganization in recent years illustrates how greatly the military needs of our nation have changed.

Originally, military affairs were handled by two Cabinet departments—the Department of War (established in 1789) and the Department of the Navy (1798). They remained as separate departments for about 150 years. But after the global warfare of World War II, such an arrangement was no longer realistic. The rise of air power resulted in the creation of a separate Air

The Department of Defense has its headquarters in the Pentagon, a vast five-sided building in Arlington, Va. The Pentagon houses 30,000 office workers, enough to make a good-size town.

Force; and combined operations of our land, sea, and air forces required centralized control for overall planning and close co-ordination.

In 1949, the Department of Defense was created. It includes three non-Cabinet departments: Army, Navy, and Air Force. Each is headed by a Secretary. The Secretary of Defense co-ordinates their work and represents them in the President's Cabinet. All four Secretaries are civilians.

The Army is responsible for all of our land forces. In time of war its job is to defeat enemy armies. In peacetime it protects various points in the United States and throughout the world that are vital for the nation's security. It safeguards the Panama Canal and other important waterways. Army Engineers have a huge program of *civil works*. They improve waterways, control floods, and approve plans for bridges. In later chapters, we shall see how the Army Engineers help our state in this way.

Our Navy is responsible for all of our naval forces and the Marine Corps. During war the Coast Guard becomes a part of it. The Navy has charge of our fleets and certain bases on shore.

The Air Force is charged with defending our nation against attack by air. For this mission, it has radar-warning stations and fighter bases in many parts of the world. Its combat forces are the Strategic Air Command, which has long-range striking power, and the Tactical Air Command, which supports land and sea combat operations.

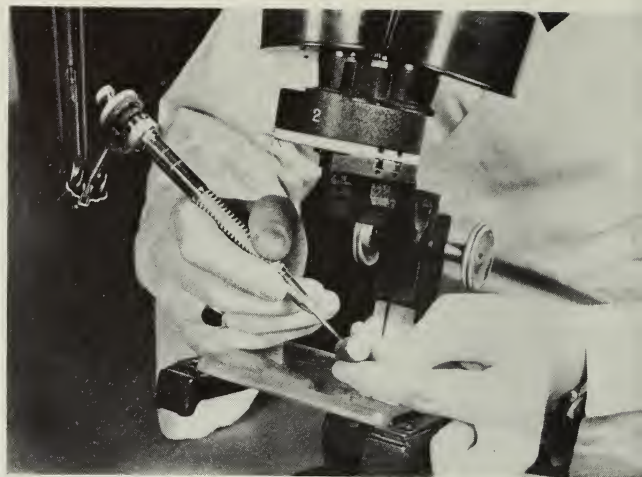
THE DEPARTMENT OF JUSTICE

This department is headed by the Attorney-General, the chief law officer of our government. The United States and its territories are divided into districts, each of which has a federal marshal and an attorney. The United States marshal makes arrests and enforces federal court orders. The United States attorney gathers evidence and presents federal cases in the district courts.

The Department of Justice has several specialized divisions. The Tax Division, for example, deals with those who break federal tax laws.

Probably the best-known agency of the department is the Federal Bureau of Investigation, popularly known as the FBI. Besides capturing "public enemies," the FBI represents the world's finest organization for scientific crime detection. Besides investigating violation of federal laws, the FBI serves as a clearinghouse for information needed by state and municipal law-enforcing bodies. Its National Police Academy trains top men from city and state police forces.

The Immigration and Naturalization Service is another important division of the Department of Justice. It has many duties in supervising immigrants, aliens, and those who wish to become citizens. The Service also patrols the borders of the United States, to prevent illegal entry.



A technician in the FBI laboratory is engraving an identification number on a shell that may play a part in solving a crime.

THE POST OFFICE DEPARTMENT

A national post office, under a Postmaster General, was established in 1789. Postal service was one of the functions that could be handled better by the federal government than by the states. But the Postmaster General did not become an official Cabinet member until 1872.

The work done by the Post Office Department has increased tremendously since it first served the 13 original states. Now it delivers billions of letters within our country each year; and as a member of the Universal Postal Union, it handles communications to and from every country in the world.

There are many special services of the department of which you may not be aware. These include the handling of money orders, the postal savings system, parcel post, and rural free delivery. Our government has organized all these services with the idea of promoting the public good. Perhaps you already know that many Post Office operations do not pay for themselves, but have to be supported partly by extra government funds. Braille books for the blind, for example, may be sent free through the mails. Educational materials of every kind may be sent at a special low rate.

The Post Office Department keeps a careful watch on persons who try to use the mail for illegal purposes. Some materials are barred from the mails in the interest of public health and safety; explosives and indecent literature are two examples.

THE DEPARTMENT OF THE INTERIOR

This department was established in 1849, when new lands in the West were opening up rapidly but had not yet reached statehood. Today, the main work of this department has to do with conserving and developing our natural resources. It regulates the use of our national parks, supervises the outlying possessions of the United States, and protects the interests of American Indians.

Here again, specialized bureaus carry on important tasks. The Bureau of Mines promotes the wise use of mineral resources. Millions of acres of public lands are administered by the Bureau of Land Management. The Bureau of Reclamation develops the water resources of our western states.

THE DEPARTMENT OF AGRICULTURE

Agriculture became a matter of national concern at the time of the Civil War, when larger harvests were needed just at the time when men were being called from the farms. The Department of Agriculture was set up in 1862, but its head did not become an official Cabinet member until 1889.

Today, the department aims to improve the work and life of our nation's farmers. It carries on many programs in research and education. The department is also engaged in selling certain farm products, as a part of its vast price-support program. In later chapters, we shall see some of the specific ways in which the Department of Agriculture helps Illinois farmers.

Farmers are helped to obtain electricity by the Rural Electrification Administration,

perhaps known to you as the REA. In recent years the Commodity Credit Corporation has been a very important agency; its job is to maintain price supports for important farm products. Still another agency, the Federal Crop Insurance Corporation, helps farmers insure their crops against hazards they cannot foresee. The Soil Conservation Service carries on a continuous program to help the farmer make best use of his soil.

Many agencies in the Department of Agriculture, and in other Cabinet departments, were created in the 1930's, in the days of President Franklin D. Roosevelt's "New Deal." It became the practice to shorten their names by using only the initial letters, as REA, CCC, FCIC, and the like. Sometimes people would refer humorously to all these new agencies as "government by alphabet."

THE DEPARTMENT OF COMMERCE

Although the idea of a commerce department was suggested in the early years of our nation, it did not come into effect until 1903. At that time, the Department of Commerce and Labor was added to the Cabinet. (Ten years later, Labor became a separate department.)

The purposes of this department are to foster and increase our business at home and abroad. This requires a vast amount of information-gathering.

The Census is an excellent example of the way in which the Department of Commerce gathers information that benefits our citizens. The Constitution provides for a count of the people every ten years, so that each state may be apportioned its number of Representatives in Congress. The Census Bureau makes counts of many other things—housing, farming, and businesses, to mention only a few. Studying this information makes it possible to see trends in the nation's economy and to predict changes that may take place in the future.

Two of the agencies in the Department of Commerce are the Patent Office and the Bureau of Public Roads. Can you see how they would help to promote business?

Each of us is affected by the Weather Bureau's daily forecasts. The Weather Bureau maintains about 400 local offices throughout the United States.

The department maintains an agency in Washington, D.C., which keeps our standards for weights and measures for many machines and products.

THE DEPARTMENT OF LABOR

Although Labor was originally in the same department with Commerce, it was made a separate organization in 1913. As our nation became highly industrialized, the working force of men, women, and children increased greatly. Their needs demanded a special department that would protect their interests by improving working conditions and by enforcing laws for fair wages and hours.

The purpose of the department is to promote the welfare of all American wage earners. One of its important divisions is the Bureau of Labor Statistics. This bureau gathers and analyzes information about employment and unemployment, so that workers may be retrained or relocated.

The department deals with apprentice training, child-labor laws, industrial health and safety, workmen's compensation, unemployment insurance, and the like—all on the national level. As we shall see in later chapters, most of the provisions set up by the federal Department of Labor are put into effect by state and local agencies.

THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

This department, begun in 1953, replaced the old Federal Security Administration. The department deals with problems in the fields of health, education, and welfare.

The Public Health Service dates back to the first years of our national government. It has the great responsibility of improving the health of our nation's citizens.

The Food and Drug Administration, begun in 1907, checks foods, drugs, and cosmetics for their contents. These items must be properly labelled, meet strict standards of purity, and be harmless. Thus consumers' health and pocketbooks are protected.

The Social Security Administration now forms a part of the department. It has many bureaus, concerned with benefits to retired workers, blind persons, children, and others.

Still another division of the department is the Office of Education. The federal government cannot interfere with education, because that is a function of states and local communities. But the Office of Education can and does offer services which help the states improve their schools. Beginning in 1958, the Office of Education administered the National Defense Education Act (NDEA). This provided federal funds to the states to train teachers and improve methods of instruction in certain subjects. Thus the United States could begin to fill its manpower shortages in the fields of teaching, science, mathematics, engineering, and foreign languages. Our nation would be strengthened by a pool of well-trained young men and women who could serve "as a source of technicians in an age of automation; as a source of ambassadors in an age of world responsibility." The principle behind NDEA was that "in a free society, the individual is the first line of defense." Its purpose was that "every young person, from the day he first enters school, should have an opportunity to develop his gifts to the fullest."

A PROPOSED NEW DEPARTMENT

In 1962, in his State of the Union message, President Kennedy proposed a new Department of Urban Affairs and Housing.

He felt that the millions of Americans who live in cities deserved a Cabinet department that would concern itself with their special problems—slum clearance, sanitation, unemployment, and so on.

The proposal to create this new department was voted down by the Rules Committee in the House of Representatives. Then the President announced that he would establish the department under powers granted to presidents by the Reorganization Act of 1949. This Act would allow him to create a new department simply by submitting a plan for it to Congress—unless the plan was vetoed within 60 days by either the House or the Senate. However, the plan was overwhelmingly defeated in both the Senate and the House.

OTHER EXECUTIVE AGENCIES

The Executive Branch also includes numerous agencies that deal with special functions of government. The oldest one is the *Civil Service Commission*, founded in 1883. It controls the appointment of employees to about 90 per cent of the jobs in federal government. It administers tests to make sure that employees will be hired on the basis of their ability, without regard to other factors such as politics, race, or religion.

The functions of several of these agencies are apparent from their titles: *Interstate Commerce Commission*, *Federal Trade Commission*, *Federal Power Commission*, *National Labor Relations Board*, *Civil Aeronautics Board*, and *Veterans' Administration*. Can you see why the federal government needs to regulate or oversee such matters?

New agencies are constantly being established to keep up with our government's changing activities. Some that have been started since World War II are the *Atomic Energy Commission*, the *National Science Foundation*, and the *U.S. Information*

Agency, which broadcasts the "Voice of America" to foreign countries. Another agency that is much in the news today is the *National Aeronautics and Space Administration* (NASA), which is in charge of sending our astronauts and satellites into space.

GOVERNMENT IS A BIG BUSINESS

Besides a large staff of secretaries and assistants, the President has several advisory groups that work closely with him. These are the *Bureau of the Budget*, the *National Security Council*, the *Council of Economic Advisers*, the *Office of Civil and Defense Mobilization*, and the *Advisory Committee on Government Organization*. The titles of these groups show the wide range of decisions that the Chief Executive must make. The responsibility borne by the President of the United States is now so great that he needs expert advice from specialists in many fields.

The number of employees in the Executive Branch of our government is more than 2 million. The largest single group is the Department of Defense, which has more than one million civilian employees (not counting all the men and women in the armed forces).

Checking up

1. Review, from Section 3 of this chapter, these facts about the President: What are the qualifications for the office of President? How long is his term of office? How many terms may he serve? Was it always this way? How was it changed?

2. Describe how the President and Vice-President are elected.

3. In what ways have the President's responsibilities increased over the years?

4. What is meant by "Presidential succession"?

5. How has the President's Cabinet expanded since 1789?

6. What are some of the independent agencies and advisory groups that help the President carry out his duties?

The Judicial Branch in action

A system of courts is as vital to successful government as are the legislative and executive branches. Just as the legislature makes the laws and the executive administers and enforces them, so the judicial branch—through the court system—interprets and applies them.

THE SUPREME COURT

The Supreme Court, the highest court in our land, is the only one that is specifically named in the Constitution. Its members are called justices; the head one is called the Chief Justice. Supreme Court justices are appointed by the President, with the approval of the Senate. In the early days of our nation, the number of justices was changed several times. In 1869, the number was established as nine; and that has remained the number to the present day.

The Supreme Court has original jurisdiction in only two kinds of cases—those in which a state is involved and those in which foreign diplomats or consuls are involved. Most of the cases it handles are ones that come up from lower courts, to be reviewed for their legality.

The power of deciding whether a law is, or is not, constitutional is not expressly stated in the Constitution. It is one of the interpretations that developed in later years. It gives the Supreme Court the right to say what the Constitution means at any period of our history.

However, both Congress and the President have ways in which they can curb the power of the Supreme Court. Sometimes the Legislative Branch and the Executive

feel that the justices are behind the times in knowing what the voters really want. Then Congress can check the Court by amending the Constitution so that the law in question *will* be constitutional. The 11th and 16th Amendments to the Constitution were added for this reason.

The President's restraint on the Court lies in his power to appoint additional justices. During President Franklin D. Roosevelt's administration, several of the laws he needed for his "New Deal" program were declared unconstitutional. He threatened to "pack the court" with six additional members who would be favorable to the legislation he wanted. However, public opinion was strongly against his proposal; so he never carried it out. (If he had tried, the Senate might have refused to confirm his appointments.) But as some of the "Nine Old Men" died or retired, Roosevelt was able to appoint new justices who thought as he did.

These examples show clearly how our constitutional system of checks and balances can prevent any one branch of the government from going against the will of the people. In our country, the people are the government. By their votes on election day, and by letters to their elected representatives, they make their wishes known. Thus, in our democracy, government remains the servant of the people, not their master.

OTHER FEDERAL COURTS

The Constitution gives Congress the power to create inferior courts—that is, federal courts below the Supreme Court. (Remember that here we are discussing only federal courts. In Chapters 5 and 6, we shall read about the state, county, and municipal courts in Illinois.)

There are two kinds of lower federal courts—the District Courts and the Courts of Appeal. The District Courts have already

The motto on the Supreme Court Building states one of the basic principles of our government—Equal Justice Under Law. The central figures above the motto represent “Liberty Enthroned, guarded by Order and Authority.” Inside the building are frescoes showing great law-givers from ancient times to the present day. The two statues flanking the steps symbolize grave contemplation of the problems of justice and strong enforcement of the law.

Philip Gendreau



been discussed briefly, under the “Department of Justice” on page 78. They have original jurisdiction over most federal cases. The Courts of Appeal have appellate jurisdiction only. They function as buffers between the District Courts and the Supreme Court; that is, they handle many of the cases that are appealed from the lower courts and thus try to keep the Supreme Court from being overloaded.

In addition to these courts, Congress has established others that deal with special kinds of cases. Some of these are the Court of Claims, the Customs Courts, the Court of Customs and Patent Appeals, the Tax Court, and the Court of Military Appeals.

The Constitution limits the cases that may go before federal courts. These cases must be of one of two kinds. One kind of case involves certain persons or parties, the other involves certain types of legal questions.

A case may be brought to a federal court if it involves one of these six persons or parties: 1) the United States; 2) ambassadors, public ministers, or consuls; 3) two or more states (however, the 11th Amendment puts certain limitations on this); 4) citizens or corporations of different states; 5) citizens of the same state claiming land under

grants of different states; and 6) a state, or its citizens, and a foreign state, or its citizens.

There are two kinds of cases that may be brought before federal courts on account of the legal question involved. One kind is cases arising under the Constitution, laws, and treaties of the United States. The other kind is admiralty and maritime cases—that is, cases dealing with the sea or ships.

Federal judges are appointed by the President of the United States, with the approval of the Senate. The President’s appointments are usually accepted. But there have been times when the Senate would not give its approval.

Federal judges have been made independent of party politics. “The judges, both of the Supreme and inferior courts, shall hold their offices during good behavior.” This means that a federal judge cannot be removed for some political reason.

The Constitution also says that federal judges shall receive a salary “which shall not be lessened during their continuance in office.” This means that there is no way to reduce a judge’s salary for political reasons.

Both of these safeguards help our judges to be independent in their decisions.

Checking up

1. What is the authority for our system of federal courts?
2. How are federal judges helped to stay clear of party politics?
3. Who is the present Chief Justice of the United States?

SEEING CHAPTER 4 AS A WHOLE

A chapter check-up

1. Why are the dates 1781 and 1787 important in the history of our nation?
2. Explain the Great Compromise that had to be made by the members of the Constitutional Convention.
3. Make a layout for a chart containing information about the Legislative Branch that you learned to answer questions 2-4 on page 53. Is there any additional information that should be included?
4. You have already made a list of the enumerated powers of Congress. Can it be improved by presenting this information in the form of a chart?
5. What should you put in a rough sketch to show the operation of the Executive Branch? The federal system of courts?

Our Illinois heritage

The Ordinance for Government of the Northwest Territory was planned by a committee of members of the Articles of Confederation Congress. It was accepted by that body in 1787—the same year in which another group of men assembled to write the United States Constitution.

In addition to planning a method by which the Northwest Territory should be governed, the Ordinance of 1787 contained six remarkable articles “of compact between the original states and the people and states in the said territory,” which shall “forever remain unalterable, unless by common consent.” They provide that:

- a. “No person . . . shall ever be molested on account of his mode of worship or religious sentiments . . .”
- b. “The inhabitants . . . shall always be

entitled to the benefits of the Writ of Habeas Corpus and of trial by jury; of a proportional representation of the people in the legislature; and of judicial proceedings according to the course of common law . . .”

c. “Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged . . .”

d. “The Said Territory and the states which may be formed therein, shall forever remain a part of . . . the United States of America . . .”

e. “Such states shall be admitted . . . into the Congress of the United States on an equal footing with the original States in all respects . . .”

f. “There shall be neither slavery nor involuntary servitude . . .”

Do any of these provisions sound familiar to you? Where are they found in the Constitution?

Did you know?

1. Did you know that Illinois had a permanent settlement (1699) before the first settlement was made in Georgia (1733), the last of the thirteen original colonies?

2. Did you know that the center of population of the United States is in Illinois? The 1950 census located the population center near Olney in eastern Illinois. By 1960, the center had moved westward more than fifty miles and is now located 6½ miles northwest of Centralia.

Expanding your interests

From the topics suggested in “A chapter check-up,” plan a series of charts on our federal government. Divide the class into committees, one for each chart. Each committee should then:

- a. Choose the best plan for its topic, or make a composite that uses the best ideas from several plans.
- b. Plan an eye-catching color arrangement or a few simple illustrations.
- c. Make a large bulletin-board chart of this material.
- d. As charts are completed, display them in a prominent place. Make a practice of reviewing their information each day.



“Illinois, Illinois”



The Governor's Mansion in Springfield is situated on a beautifully landscaped knoll, a few blocks from the Capitol. It has been the official residence of Illinois governors since 1855.

Illinois, Illinois

You will remember from Chapter 4 that the United States Constitution reserves to the states any powers not specifically given to the national government. Therefore, Illinois needs to have its own laws and framework of government.

Our state has a Constitution that outlines its plan of government. It also has earlier basic documents which influenced the kind of government that Illinois has today.

The Illinois Constitution provides for the same three branches of government that we have just studied at the national level—legislative, executive, and judicial. In each of these branches you will find many similarities of form and function with the national government. But you will note that the responsibilities of the state government come closer to the lives of the people. Now we shall see how our state government serves the citizens of Illinois.

READ TO FIND OUT

- 1 What are the basic documents of Illinois government?
- 2 What is the work of the Illinois legislature?
- 3 How does the Executive Branch serve the people of Illinois?
- 4 How do the state courts function?
- 5 What are the responsibilities of citizens?

WORD LIST

Australian ballot
congressional
township
constituents

cumulative voting
minority
representation
straight ticket

Basic documents of Illinois government

The Declaration of Independence is the foundation of our freedoms just as truly as if Illinois had been one of the states that were part of the American union at the time the Declaration was adopted.

You will recall that the part of the Northwest Territory captured by Clark was organized as a county of Virginia. Maryland protested. She argued that all the states were fighting in the Revolution and all should share in any territorial gains. She gained her point by refusing to agree to the Articles of Confederation until the states claiming western lands agreed to give them up to the national government.

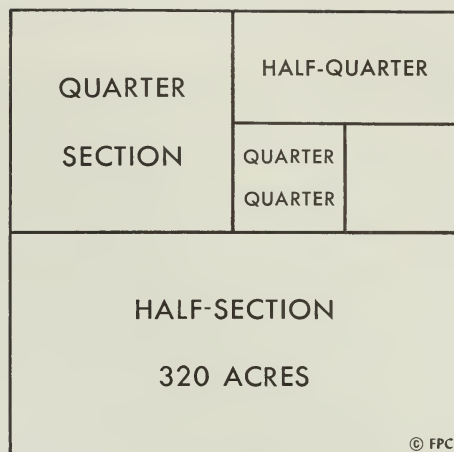
When this transfer had been made, the Confederation Congress appointed a committee to plan a government for the Northwest Territory. Thomas Jefferson was the first chairman of this committee. When Jefferson was not a member of Congress, James Monroe received this assignment. Congress passed two important ordinances planned by this committee.

TWO ORDINANCES

The Land Ordinance of 1785. This provided that the land in the Northwest Territory should be surveyed before it was offered for sale. The whole area was divided into squares, 6 miles on a side, called *congressional townships*, numbered from a base line and a meridian. Each such township was subdivided on the mile lines into 36 sections, numbered as shown on the map. A section contained 640 acres. It was hoped that land could be sold by the section. But it soon became apparent that most pioneers did not have enough money to purchase so

6	5	4	3	2	1
7	8	9	10	11	12
18	17	16	15	14	13
19	20	21	22	23	24
30	29	28	27	26	25
31	32	33	34	35	36

Left) This diagram of a congressional township shows how a pattern of roads one mile apart divides the township into 36 sections. Notice how the sections are numbered. Why is Section 16 shaded? Right) This diagram of a section (one of the 36 parts of a congressional township) shows how it might be divided for sale. If you bought the N.E. half-quarter, show which land would be yours. How many acres would you own?



large a tract. So sections were divided into half-sections, quarter-sections, and even half-quarters and quarter-quarters (see the map at the right).

The purpose of this plan was to provide an accurate numbering system for recording land sales and thus avoid the confusion, bitterness, and losses that had often resulted in the older settlements. Before, land had been described by reference to streams, groves of trees, stones, and other easy-to-move or difficult-to-identify markers. Another fine idea expressed in the Land Ordinance provided that Section 16 of each township be given to the settlers to be used for providing public schools.

The Ordinance of 1787. This provided a plan of government for the Northwest Territory. It was passed by the Congress in the same year that the United States Constitution was being written. It served as a model for all later plans for governing territories. It provided that the territory should eventually be divided into not less than three nor more than five states. One of the specified boundaries was the Wabash River and a line northward from it to Lake Michigan. (In time this became the eastern boundary of the state of Illinois.) When an area had 60,000 free inhabitants, its residents could prepare a constitution and petition Congress to enter the Union. If Congress agreed to accept them, the new state would enter the Union "on an equal footing

with the original states in all respects whatsoever."

Other wise provisions of the Ordinance forbade slavery, guaranteed freedom of religion and of the press, and stated that "schools and the means of education shall forever be encouraged."

THE ILLINOIS CONSTITUTION

When Illinois became a state in 1818, it adopted a constitution, to provide a written plan of government. Through the years our state has had three constitutions, adopted in 1818, 1848, and 1870 respectively. For most of the 20th century, civic groups have been agitating for a fourth. When you realize that the nation has got along ever since 1789 with the same constitution, you may well ask, "Why has Illinois needed so many changes?" One reason is that, in the past, state government was much more closely concerned with the daily life of the people than the national government was. Therefore, as our ways of living and thinking changed, the state constitution had to be changed so that the government could keep pace with the needs of its citizens. And in Illinois, as it happens, it has been just about as easy to make a whole new constitution as to add amendments to the existing one.

Amending the Constitution of Illinois has been a difficult process. Let us look at the process as it was until 1950. Only one article could be amended at any one time.

If an amendment failed to pass, it could not be brought up again for four years. In order to pass, an amendment had to receive a two-thirds vote of both houses of the General Assembly. (This step is much like that of amending the national Constitution. What happens next in the national process?)

Until 1950, the proposed amendment had to be submitted to the voters in the next election for members of the General Assembly. To pass, it needed a majority of those voting in that election. This was the difficult part of the process. Most voters go to the polls to vote for certain favored candidates. They disregard any separate ballot or boxed-off side issues. Let us look at a simple example. Suppose a proposed amendment gets 45,000 favorable votes and only 5,000 opposed. Naturally, you'll say that it won 9 to 1. But it did *not* win, because there were 48,000 others who voted in the election but did not mark the separate ballot about the amendment at all. And 45,000 is not a majority of the 98,000 ballots cast.

The process of amending the Illinois Constitution remains difficult today. But an amendment, called the Gateway Amendment, was finally passed in 1950, on the fifth attempt. It makes two improvements. Now amendments to three articles instead of one article may be proposed by the same General Assembly. And when amendments are submitted to the voters, there are two ways by which they may pass. One is the process described in the previous paragraph. The new means provided by the Gateway Amendment is this: the proposed amendment passes if it gets a two-thirds vote of those voting on the proposal. In the example used in the previous paragraph, the amendment would now be accepted because 45,000 favorable votes are more than two-thirds of the 50,000 (45,000 for, plus 5,000 against) who voted on the proposition.

Let us look at the Constitution of Illinois. It begins with a preamble: "We, the

people of the State of Illinois—grateful to Almighty God for the civil, political, and religious liberty which He hath so long permitted us to enjoy, and looking to Him for a blessing upon our endeavors to secure and transmit the same unimpaired to succeeding generations—in order to form a more perfect government, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessing of liberty to ourselves and our posterity, do ordain and establish this constitution for the State of Illinois." Note how nearly it repeats the exact words of the national preamble. This means that the principles on which state and national government are based are the same. The main way in which the Illinois preamble differs is that it acknowledges our dependence on God.

Article I describes the boundaries of the state. We have already discussed how they came to be. Turn to page 189 and read the article. Does it contain any new idea?

BILL OF RIGHTS

The Bill of Rights makes up Article II. What document is the source for much of the wording of the first one? As you read, you will find that the main idea of most of these points is found in the national Constitution or its first ten amendments. Review their meaning there. It is important that they appear also in the state constitution, to make sure that they are binding on state officials as well as on national officials.

There are some differences between the state and national documents. In most cases the difference lies in the fact that the Illinois Bill of Rights spells out the rights in more detail. For instance, it says that Illinois may not give help or money to one church and not to all. The same policy holds in the nation, but is not specifically mentioned in the First Amendment. Find other examples for this. Greater detail is to be expected in the

sections about indictments, Grand Jury, and criminal procedure because most crimes are offenses against state laws and thus will be tried in state courts.

The last two sections of Article II are statements that more or less summarize this article. All people should be able, under the law, to receive justice quickly and completely. To keep the blessings of liberty, citizens must often recall the basic ideals on which their government is founded.

THREE BRANCHES

Having read Article III, aren't you surprised that the national Constitution does not contain such a statement of introduction to the three branches of government? In this one instance, at least, the style of our state constitution is superior to that of the nation.

SUFFRAGE

Skim the other pages of the Illinois Constitution to get an idea of the variety of things that are the concern of state government. We shall study several of these in later sections of this chapter and the next. At the moment, read Article VII, Suffrage (page 199). What does the word mean?

To vote in Illinois a person must be a citizen of the United States; be 21 years of age; have lived in Illinois one year, in the county 90 days, and in the district in which he votes 30 days. By law (not by constitution), he must also be registered—that is, his name, address, age, place of birth, and signature must be on file in the county clerk's permanent registration list.

Notice that our constitution says "a male citizen of the United States." This limitation of suffrage to men only is no longer true, of course. In 1920, the 19th Amendment to the United States Constitution gave women the right to vote. Thus, Illinois women automatically got the right to vote, without any change in the wording of the state constitution.

SPECIMEN BALLOT

Macon County, Illinois Election Tuesday, November 8, 1960

○ DEMOCRATIC	○ REPUBLICAN	○ SOCIALIST LABOR
<div style="margin-bottom: 10px;"> <input type="checkbox"/> For President of the United States: JOHN F. KENNEDY </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> For Vice-President of the United States: LYNDON B. JOHNSON </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> For United States Senator: (Vote for One) PAUL H. DOUGLAS </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> For Governor: (Vote for One) OTTO KERNER </div> <div> <input type="checkbox"/> For Lieutenant Governor: (Vote for One) SAMUEL H. SHAPIRO </div>	<div style="margin-bottom: 10px;"> <input type="checkbox"/> For President of the United States: RICHARD M. NIXON </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> For Vice-President of the United States: HENRY CABOT LODGE </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> For United States Senator: (Vote for One) SAMUEL W. WITWER </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> For Governor: (Vote for One) WILLIAM G. STRATTON </div> <div> <input type="checkbox"/> For Lieutenant Governor: (Vote for One) JOHN WILLIAM CHAPMAN </div>	<div style="margin-bottom: 10px;"> <input type="checkbox"/> For President of the United States: ERIC HASS </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> For Vice-President of the United States: GEORGIA COZZINI </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> For United States Senator: (Vote for One) LOUIS FISHER </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> For Governor: (Vote for One) EDWARD C. GROSS </div> <div> <input type="checkbox"/> For Lieutenant Governor: (Vote for One) ELIZABETH MITROFF </div>

Voting must be by secret ballot. Laws passed by the General Assembly provide other details about voting. The *Australian ballot* is used. It lists all of the candidates of one party in one column; at the head of this column is the party name and a circle which the voter marks if he wishes to vote a *straight ticket*—that is, for all of the candidates of one party. There are also squares at the left of each candidate's name. If the voter wishes to split his vote—that is, vote for candidates from more than one party—he makes an X in the square before each name of his choice. The voter must remember to use an X (not ✓ or yes), carefully made so that the lines cross within the circle or square. Each voter takes his ballot into a private booth to mark it, so that no one else can actually know how he voted. How does this "secret ballot" system help to do away with vote buying and the intimidation of voters?

Checking up

1. What was the purpose of the survey provided for in the Land Ordinance?
2. What were some of the main provisions of the Ordinance of 1787?
3. Why has the Illinois Constitution been so difficult to amend? How has the Gateway Amendment improved this situation?
4. Review the purposes of government as listed in the preamble to the Illinois Constitution.
5. Who may vote in Illinois?

The Legislative Branch

The Legislature or law-making body in Illinois, described in Article IV of the constitution, is called the General Assembly. Like the national Congress, it consists of two houses—a Senate and a House of Representatives.

APPORTIONMENT

Since the turn of the century there has been turmoil over the membership in these two houses. The General Assembly refused to carry out the provisions of the constitution that the state be redistricted according to population change after each federal census. The reason for this refusal was the amazing growth of Chicago and its suburban area. Downstate residents felt that city dwellers would know or care little about the kind of laws needed by farmers, miners, and dairymen. They read in the newspapers about city gangsters and political bosses. They feared that these elements would soon control the state if Chicago had the share in state government that its population warranted. These fears were not unreasonable. But certainly there was right on the other side, too. By 1950 Cook County had 52 per cent of the people of the state, but had no more representation than in 1901. Illinois no longer had "representation according to population."

Finally in 1954 a compromise amendment was added to the Illinois Constitution which gave Cook County a slim margin of control in the House of Representatives, but permitted downstate to keep control of the Senate. Here is how the apportionment was worked out. (See also the maps on pages 92 and 93.)

For electing Illinois Senators, the state is divided into 58 senatorial districts. The amendment says, "In their formation, area shall be the main consideration." It allotted 18 districts to Chicago, 6 to the part of Cook County outside of Chicago, and 34 to the rest of the state.

For electing members of the Illinois House of Representatives, the state is divided into 59 districts. Of these, 30 are allotted to Chicago and the rest of Cook County, and 29 to the remainder of the state. The representative districts are to be redistricted every ten years (in 1963, 1973, etc.) on the basis of population. The amendment attempts to prevent any deadlock in the future by giving detailed steps for redistricting, by assigning the Governor a share of the responsibility, and by imposing penalties for failure to comply.

Does this apportionment plan remind you of the compromise made by the states when the United States Constitution was being written? What were the two sides involved at the national level? In Illinois the compromise is between densely-populated Cook County and the less-urban areas that make up the rest of the state.

MEMBERSHIP IN THE GENERAL ASSEMBLY

To be a member of the General Assembly, a person must be a United States citizen, a resident of Illinois for five years, and have lived in the district for two years. A Senator must be 25 years of age, a Representative 21. No person who holds another lucrative position in nation, state, or county may be elected to the General Assembly; nor may anyone who has been convicted of a crime serve in public office, or anyone who has failed to account for money collected or held in some previous public office.

The Illinois Senate has 58 members, one from each of the senate districts provided by the 1954 amendment. Senators have a

four-year term. Even-numbered districts elect senators in presidential-election years (1960, 1964, etc.) and the odd-numbered districts elect in "off-year" elections (1962, 1966, etc.). The Lieutenant Governor presides at Senate meetings and has a vote in case of a tie. The Senate elects a President *pro tempore* to preside when the Lieutenant Governor is not present.

The House of Representatives has 177 members, three from each of the 59 representative districts. Here we find an Illinois oddity called *cumulative voting* or *minority representation*. Since three representatives are to be elected, each voter has three votes: He may vote for three candidates, of course; or he may vote for only one, in which case his candidate gets not one but three votes; or he may even vote for two, with each thereby receiving one and one-half votes. Let us see how this practically insures minority representation.

Suppose a district has 30,000 registered Republicans and only 12,000 Democrats. By ordinary practice, each party would nominate three candidates and all three of the Republicans would normally win; more than one-third of the voters of that district would have no representative who shared their views. But in Illinois, the Democrats in our sample district, if they are wise, will nominate only one candidate. Most of the Democrats will vote only for this one, each giving him three votes. In all probability he will be one of the winners. This plan accomplishes its purpose, but it often works out that each party tends to nominate only as many candidates as it seems certain of electing, so the voters have little choice.

The term in the House of Representatives is two years. The House elects its own presiding officer. As in the national House, he is called a Speaker, and, as an elected member of the House, may vote on all matters.

Each house elects such other officers as a sergeant-at-arms to keep order, a postmas-

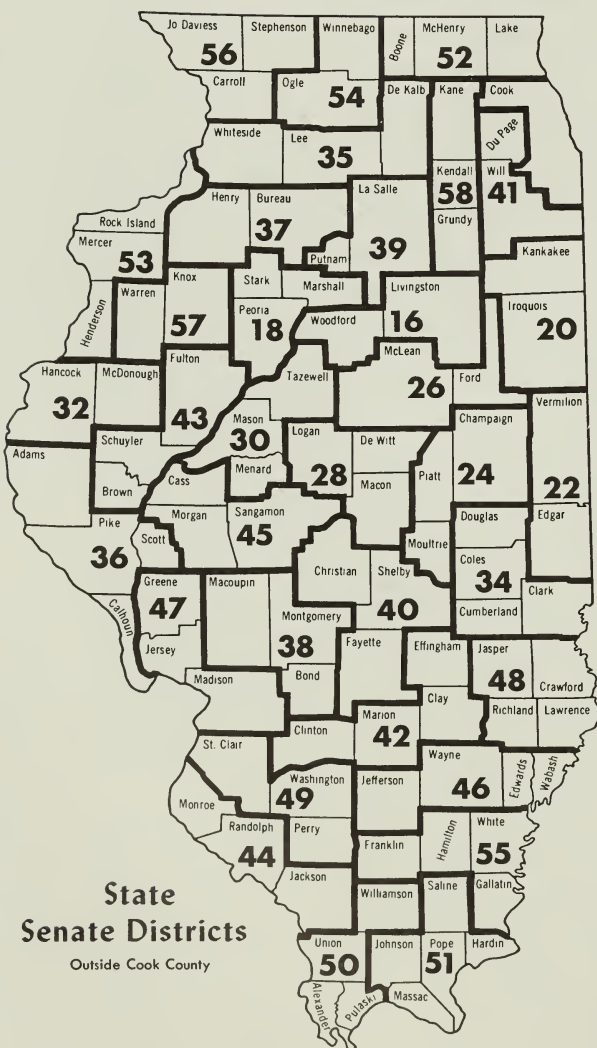
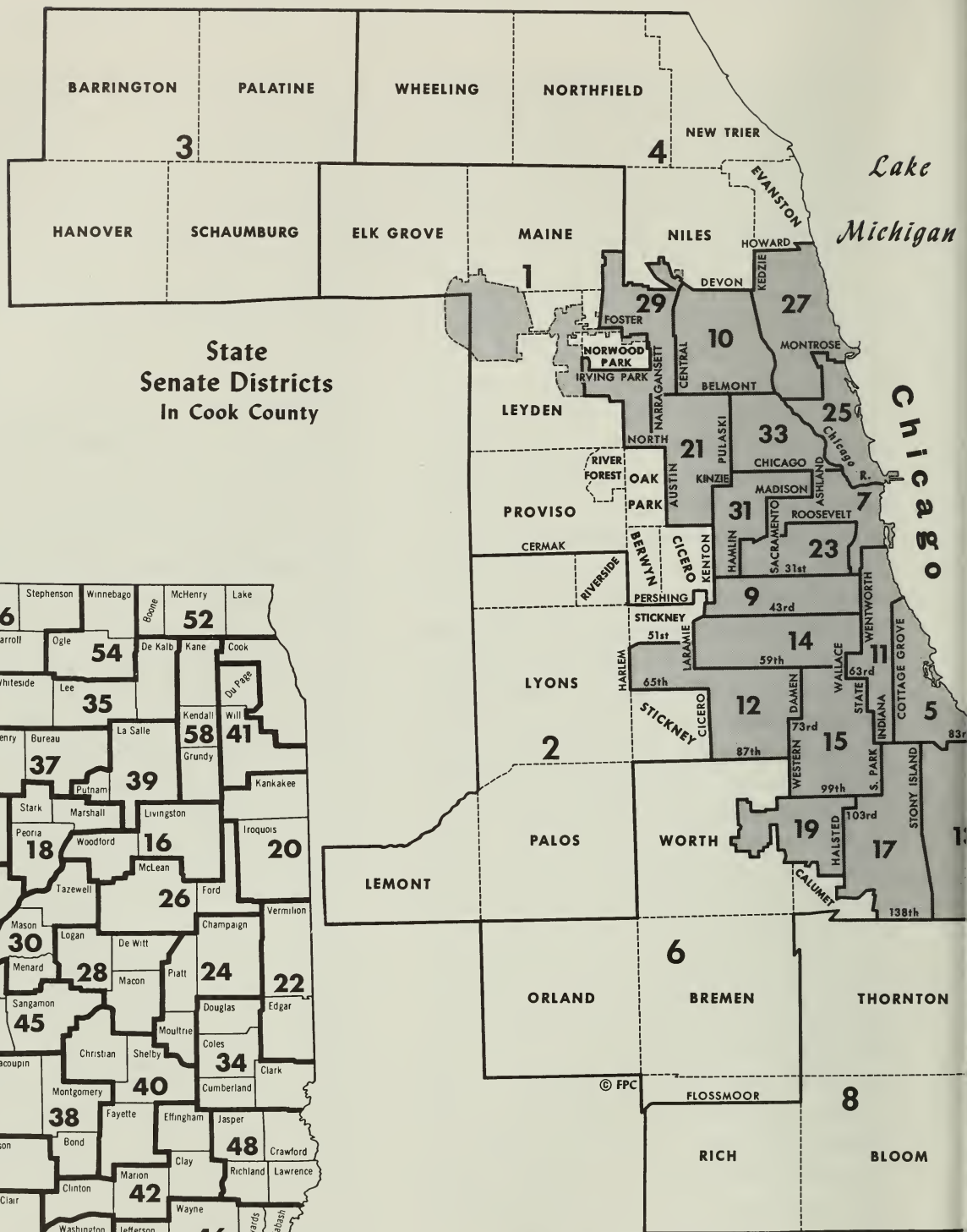
ter, clerks, and secretary; each house keeps a journal. Each member of the General Assembly takes an oath to defend the Constitution of the United States and of Illinois. Members have much the same privileges as members of Congress—freedom from arrest during sessions, and immunity from being questioned elsewhere about anything said on the floor of either house.

SESSIONS

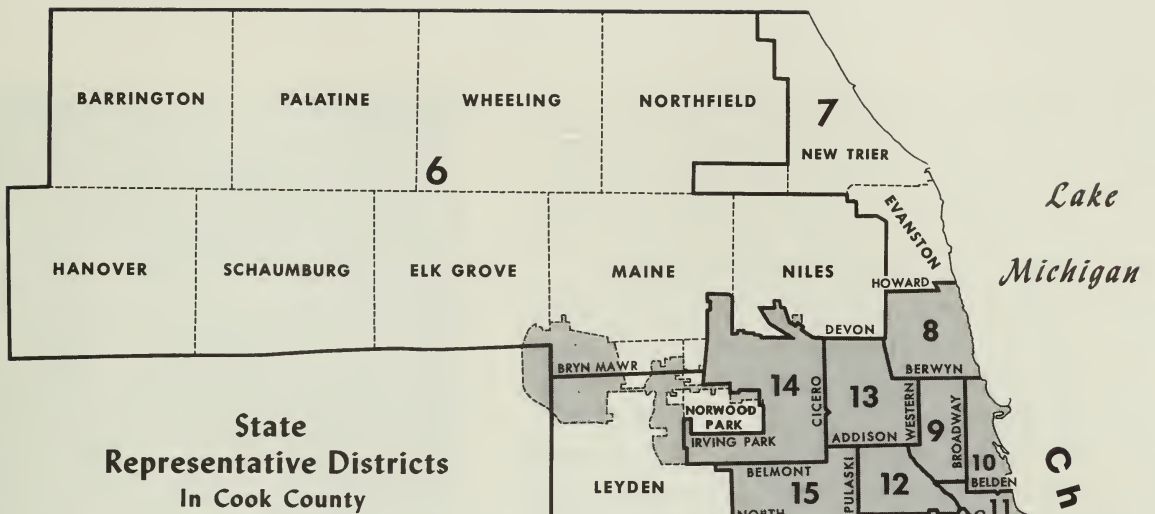
Each General Assembly normally holds one regular session, which convenes at noon on the Wednesday after the first Monday of January of odd-numbered years. The meetings are held in the Capitol, where each house has a chamber and several committee rooms. Usually meetings are held on Tuesday, Wednesday, and Thursday, beginning at noon. Each member belongs to several committees, which meet mornings and sometimes on Monday and Friday. The session of the General Assembly usually ends on June 30, because laws go into effect on July 1 after they are passed. The work of important committees may go on during months when the Assembly is not in session.

Members of the General Assembly receive an annual salary and a traveling allowance. Most of them are lawyers, businessmen, or farmers. These men continue to carry on some of their private business during the long weekend even during the session. Moreover, it is considered good political practice for senators and representatives to be in their home communities part of each week to meet the people, discuss the issues, and keep themselves aware of the opinions of their *constituents*.

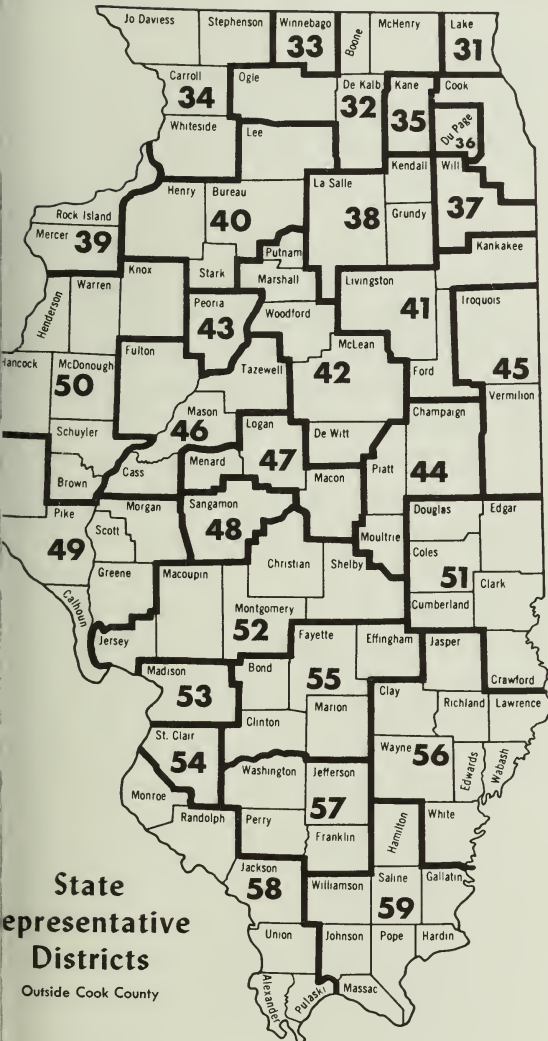
The General Assembly has several agencies to help carry out its duties. Among these are the Legislative Reference Bureau to help in the drafting of bills, the Legislative Council to furnish information to legislators, and the Budgetary Commission to review all requests for appropriations.



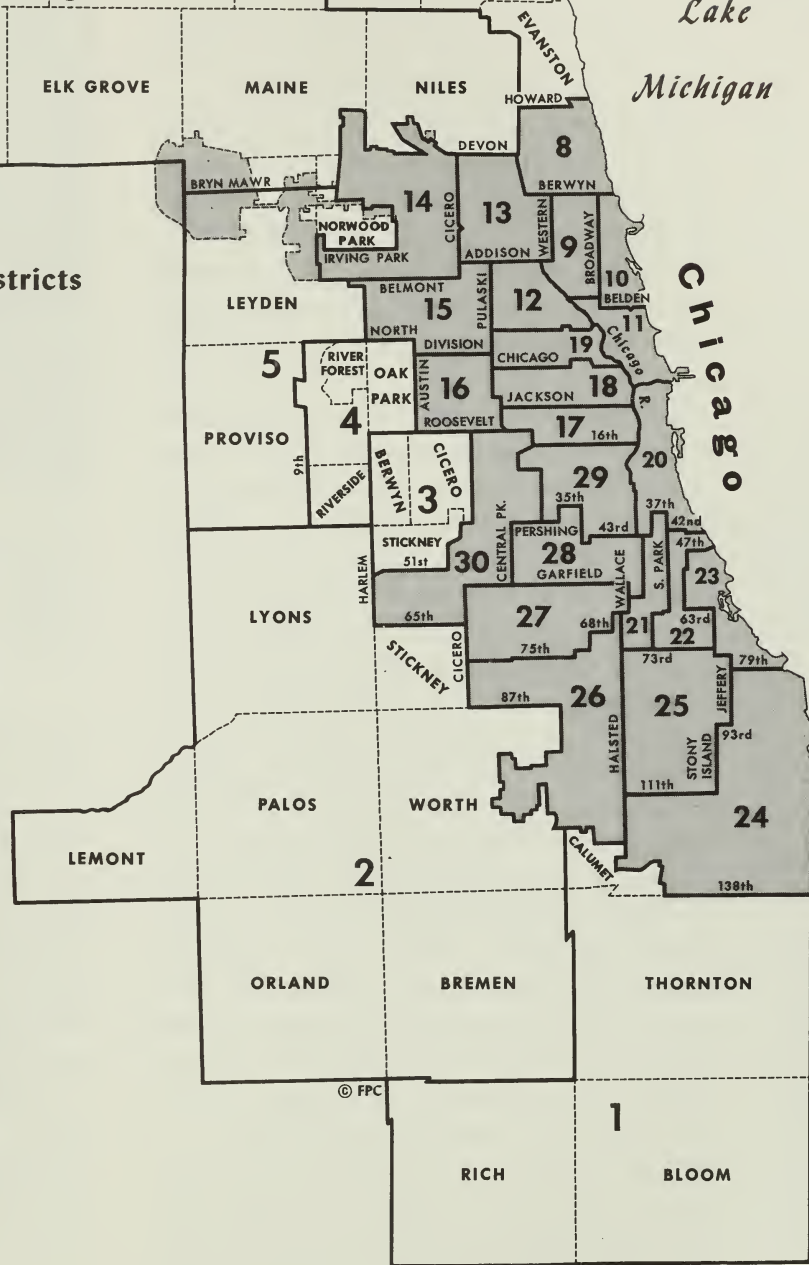
For electing Illinois Senators, the state is divided into 58 senatorial districts, each entitled to one Senator. Of these districts, 18 are allotted to Chicago, 6 to the part of Cook County outside of Chicago, and 34 to the rest of the state. By examining these maps, find which senatorial district you live in. Who is your state Senator?



State
Representative Districts
In Cook County



State
Representative
Districts
Outside Cook County



For electing members of the Illinois House of Representatives, the state is divided into 59 districts, each entitled to three Representatives. Of the 59 districts, 30 are allotted to Chicago and the rest of Cook County, and 29 to the remainder of the state. In which house of the General Assembly does Illinois approach "representation according to population"?

KINDS OF LEGISLATION

The kinds of laws that the Assembly can pass are limited only by the wishes of the people of the state, and restrictions made by the national and state constitutions. Review the things the national Constitution prohibits the states from doing (page 52). The Illinois Constitution lists twenty-three subjects on which the General Assembly may not act (see page 193). Most of these restrictions can be summarized by stating that all laws must apply generally and not grant any special privilege to one individual or group.

Most of the work of the Illinois legislature is concerned with these general fields: education, health, safety, protection of property, marriage, divorce, dependents, welfare, working conditions, agriculture, mines and mine safety, conservation, and recreation.

Let us look into one of the fields—education—to see just a bit further into the variety of things a legislator must consider. State laws divide the state into various kinds of school districts, tell how their boundaries are determined, what kind of board shall manage their affairs, and what duties these board members must perform. The General Assembly provides some of the money needed by these schools and determines how the local district may raise the rest.

A state law says that every child between the ages of 7 and 16 must attend school regularly. Laws determine the length of the school year, the method of reporting on attendance, plans for inspection, and many other details. The General Assembly regulates the method of financing a new building and sets standards of construction, lighting, and equipment. Teachers' qualifications, certification, minimum pay, and tenure are set by state law. The General Assembly may even pass laws that certain subjects must be taught.

State funds are raised by the General Assembly to support three special educational



A bookmobile is a traveling library that serves readers who do not have access to a school or community library. Thus Illinois provides educational advantages for its people, no matter where they live.

institutions located in Springfield: the State Library and its bookmobiles, which extend its service to many parts of the state; the Illinois Historical Library, with its vast collection of historical material about our state, its counties, and its cities; and the State Museum, with life-sized specimens of birds and animals and many other exhibits, including a diorama, "Story of Illinois" in 12 miniature scenes.

State law created our state institutions of higher learning and provides their funds and the Boards of Trustees to govern them. The oldest of these, Illinois State Normal University, is a teachers' college. It was founded in 1857 and is located at Normal. Others are Eastern Illinois University at Charleston, Western Illinois University at Macomb, Northern Illinois University at De Kalb, and Southern Illinois University at Carbondale. Largest and most famous is the University of Illinois, which has its main campus at Champaign-Urbana.

THE LAW-MAKING PROCESS

How does the General Assembly make laws? There are definite steps in the process of making a proposal (a bill) into a law.

The bill must be written up in proper legal form. The idea for the bill may be the work of some legislator himself, or it may have been suggested to him by some citizen or group. The Legislative Reference Bureau will see that it is written up in correct form. The title of the bill begins "A bill for an act . . ." followed by a short description of the contents of the bill. In Illinois a bill may include only one subject, which must be expressed in the title. The bill must commence "Be it enacted by the People of the State of Illinois, represented in the General Assembly . . ." followed by a careful statement of what is proposed.

Introducing the bill. A Representative (but it could just as well be a Senator) introduces the bill at an opening roll call in the House (or in the Senate). A page then carries the bill to the desk, where a clerk reads it, usually by title only. This is the first of three readings required by the constitution. The Speaker then assigns the bill to the proper committee.

The work of a committee is very important. A committee can "make or break" a bill. If its members are not interested in the idea of this bill, they may pigeonhole it, in which case it will probably not be heard of again. But if they are interested, they may study the bill, using the services of the Legislative Council to find and analyze necessary facts for them. Perhaps they will call in interested citizens to give their opinions for and against the bill. They may make changes in the bill as they proceed with their study. Finally, if a majority of the committee favors the bill, they return it to the House for further action.

The second reading follows. At this point, amendments may be added to the bill. Then it is carefully written in what is hoped will

be its final form. Now it is ready for third reading, debate, and vote. The clerk calls the roll; the bill must get a majority vote of the members elected to that house to pass.

Then it is sent to the Senate, where all of the steps must be repeated. (Remember, it could just as well start in the Senate.) If it passes the Senate in the same form, it is signed by the Speaker and the Lieutenant Governor and sent to the Governor. If the Senate makes only minor amendments, it will be returned to third reading in the House to see if they concur. If they do not, or if there are some important phases of the bill on which the two houses differ, they may appoint a joint committee that will try to write a bill on which both houses will vote favorably.

When a bill reaches the Governor, he has four choices:

1. He may sign the bill into law.
2. He may veto the bill and return it to the House (since it started there), with a statement of his objections. If the General Assembly still wants such a law, they can have it by giving it a two-thirds vote of the membership in both houses, in which case it becomes a law without the Governor's signature.
3. If the Governor fails to act on a bill for ten days, not including Sundays, it becomes a law without his signature. If the Governor wants to prevent this and the General Assembly has adjourned so that he cannot return the bill, he must send it together with his objections to the Secretary of State within ten days after the adjournment, or the bill will become a law. How does this differ from the process in the national government?

4. The Governor may veto part of a revenue bill and approve other parts.

Laws go into effect on July 1 after they are passed. Generally there is a rush of legislation at the end of the session, and legis-

lators may work overtime to get their business completed by June 30. If an emergency requires that a law go into effect before the regular date, it must be labeled an emergency act and must receive a two-thirds vote of all the members of both houses and be signed by the Governor; then it can go into effect at once.

Checking up

1. What was the argument about representation in the Illinois General Assembly? How did the 1954 amendment work out a compromise?
2. Read the Oath of Office on page 191. What standards does it set for our lawmakers?
3. Compare the make-up of the General Assembly and Congress—houses, membership, term, presiding officer, qualifications, and so forth.
4. Discuss law-making in the state and in the nation.

3

The Executive Branch

The Executive Branch of our state government, described in Article V of the constitution, enforces the measures passed by the General Assembly. The state has seven elected executive officers who serve for four years. All are elected on the Tuesday after the first Monday in November of the presidential year except the Superintendent of Public Instruction and the Treasurer, who are elected in the off-year election. Their terms begin the second Monday of January after election.

THE CHIEF EXECUTIVE

The *Governor* is the chief executive officer of the state. He lives in the Executive Mansion in Springfield and has offices in the

Capitol. The constitution says that to be either Governor or Lieutenant Governor a person must be at least 30 years of age, a citizen of the United States for five years, and a resident of Illinois for five years. Some of the Governor's duties and powers are as follows:

1. At the beginning of each session of the General Assembly, the Governor must send a message reporting the condition of the state, measures he would recommend, and taxes that will be needed. He must also send a message at the end of his term to summarize the accomplishments of his administration and suggest new goals for the years ahead. To help him get ready for these reports, each elected executive officer, each head of an executive department, each manager of a state hospital, prison, or other state institution, and the Supreme Court must submit a report of their work to the Governor at least ten days before a legislative session begins. In addition to this biennial report, each of them who handles money must make an accurate accounting every six months. Reports must also be made at any other time the Governor asks for one.

2. The Governor must act on each measure sent to him by the General Assembly (review page 95).

3. He must see that all laws are faithfully executed. Many other officers assist in this work.

4. The Governor appoints many executive officers. The Senate must approve these appointments. These include the directors of code departments (see page 98), managers of the various state institutions, officers of the National Guard, and members of many boards and commissions. The Governor may remove any officer he has appointed, if he should prove to be incompetent or neglectful of the duties of his office.

5. He may grant reprieves, commutations, and pardons. Check page 74 for the meaning of these terms.

6. The Governor is commander in chief of the military and naval forces of the state and may call out the militia to help in emergencies, to assist in enforcing the laws, and to suppress insurrections.

7. The Governor may call special sessions of the Legislature. He must state the purpose of the special session, and the General Assembly may consider only the matter for which the session was called.

Note how many of the duties of the Governor are similar to those of the President.

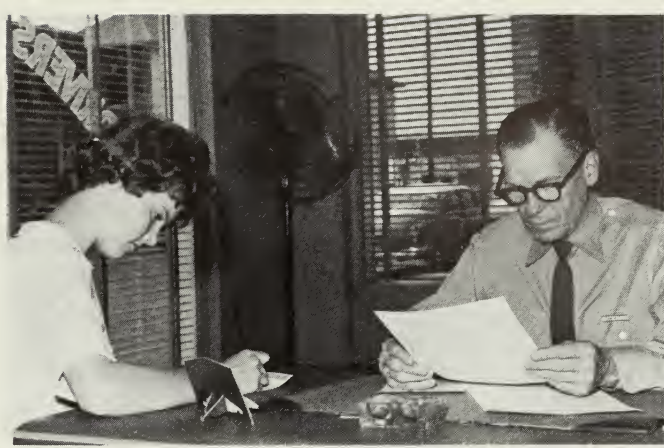
OTHER ELECTED EXECUTIVE OFFICERS

The *Lieutenant Governor* of the state has much the same duties as the Vice-President of the nation. He presides at meetings of the Senate. He becomes governor if the Governor dies, resigns, or is removed from office by impeachment. He also takes over temporarily if the Governor is incapacitated or leaves the state, even for a few hours.

The *Secretary of State* keeps on file the record of official acts of the General Assembly and of the Governor. He is the keeper of the Great Seal of the state and affixes it to documents requiring it. He has charge of the state buildings—the Capitol, Centennial Building, Archives Building, and Armory; he buys supplies for all state offices. He edits the *Blue Book*,* several booklets, and various releases for newspapers, radio, and television.

The Secretary of State serves the public when he issues automobile and drivers' licenses. For this reason he has a large office staff in Chicago as well as in Springfield. He also licenses corporations that do business in Illinois.

The *State Treasurer* receives and pays out all state money. This money can be paid out



This girl is taking a written test on traffic laws at the drivers' license examination center in Springfield. To qualify for a license, she will also take a vision test, a road sign test, and a driving test.

only when an appropriation has been made and when the auditor has signed a warrant for the payment. The constitution says that the treasurer may not hold office for two consecutive terms.

The *Auditor of Public Accounts* keeps careful tab on the accounts of all state government offices and institutions. He must sign warrants for the wages of all state officials and for the supplies and equipment they use.

The *Attorney General* is the legal adviser of all state officers. He consults with the Governor as to the constitutionality of laws passed by the General Assembly. He conducts the law business of the state in and out of court. He advises with the State's Attorneys of the various counties.

The *Superintendent of Public Instruction* is head of the school system of the state. Members of his staff inspect schools to see that they are meeting the requirements of state law. He advises legislators on the needs of the schools. He consults with county superintendents of schools and gives advice to teachers and boards of education. He is elected in the off-year election with the idea of removing this office as far as possible from party politics. Many people feel

* The *Blue Book* is the official source of information about our state government. Every school is entitled to a copy of this book. So you may investigate for yourself to see what information it contains.

that it should be removed even further; they favor an appointed rather than an elected official. Suggestions for a state board of education have been made by interested groups. This is one point of the Illinois Constitution on which you are very apt to hear much discussion in the years ahead.

THE CODE DEPARTMENTS

Code Departments is the name given to a group of executive departments that correspond to the Cabinet departments of the nation. Each has a director and several assistants and other officers working under him. The chief officers of these departments are appointed by the Governor with the consent of the Senate. Most of their employees secure their positions by competitive examinations and are not changed when a new administration comes into office. Each department handles the enforcement of laws and the problems arising in its particular field. The field in which they work is clear from the name of the department; for example: *Department of Aeronautics, Department of Insurance, Department of Labor, Department of Mines and Minerals, and Department of Public Health.*

The *Department of Finance* controls the state's spending, budgeting, and purchasing.

The *Department of Revenue* is concerned with the collection of the sales tax, motor fuel tax, liquor revenues, and cigarette tax.

The *Department of Financial Institutions*, new in 1958, licenses and supervises credit unions, savings-and-loan associations, currency exchanges, and small loan companies.

A state license is required to practice many professions, including nursing, dentistry, medicine, barbering, beauty culture, and pharmacy. The *Department of Registration and Education* handles this part of the state's business. The State Geological Survey, Water Survey, and Natural History Survey are parts of this department.

The *Department of Personnel* is charged with developing and administering the plans for classifying, paying, and making rules for all state employees.

The *Department of Public Works and Buildings* is in charge of all state construction. The Division of Waterways is in this department.

The *Department of Public Safety* administers the penal system of the state. This includes the Joliet-Stateville Branch (really two separate prisons under one warden); the Menard Branch at Chester, where the Psychiatric Division is located; the Pontiac Branch, which houses young male offenders and all tubercular felons; the State Penal Farm at Vandalia, to which are sent only young males who are sentenced to one year or less; and the State Reformatory for Women at Dwight. (In Illinois, juvenile offenders are handled by an entirely separate youth commission). Other divisions of the Department of Public Safety are the Bureau of Criminal Identification and Investigation, the State Highway Police, the Division of Traffic Safety, the State Parole and Pardon Board, the Division of Fire Prevention, and the Division of Narcotic Control.

The *Department of Mental Health* (formerly the Department of Public Welfare) provides services to many groups of handicapped persons. It maintains state hospitals for the mentally ill and supervises schools for the deaf and the mentally and visually handicapped. An Institute for Juvenile Research, a Psychiatric Institute, a Pediatric Institute, and a program of research in the field of alcoholism are among its many activities.

The *Department of Agriculture* serves not only the farmer but all citizens of Illinois. It gives farmers advice on crops, livestock, and soil conservation; it carries on inspections to combat diseases of plants and animals, even honeybees; it inspects foods, dairies, and grain markets, both to safeguard

SOME STATE PARKS AND MONUMENTS

<i>Name</i>	<i>Location</i>	<i>Type</i>
Beaver Dam (SP)	Macoupin County	Man-made lake
Buffalo Rock (SP)	Near Ottawa	Rocky cliff
Cahokia Court House (SM)	Cahokia	Restoration
Cahokia Mounds (SP)	Madison and St. Clair Counties	Artifacts
Dickson Mounds (SM)	Near Lewistown	Artifacts
Douglas Tomb (SM)	Chicago	Tomb
Giant City (SP)	Near Carbondale	Huge rock formations
Lincoln Tomb (SM)	Springfield	Tomb
Matthiessen Nature Area (SP)	La Salle County	Canyons, falls
Mississippi Palisades (SP)	Near Savanna	Bluffs
New Salem (SP)	Menard County	Reconstruction
Pere Marquette (SP)	Near Alton	Historic site; large recreation areas
Pierre Menard Home (SM)	Randolph County	Building
Starved Rock (SP)	La Salle County	Historic site; rock formations
Ulysses S. Grant Home (SM)	Galena	Building
Vandalia State House (SM)	Vandalia	Building
White Pines Forest (SP)	Ogle County	Virgin forest

health and to enforce marketing standards. The department also has charge of the state fair.

Have you ever been in Springfield in August for this annual affair? The Illinois State Fair is one of the oldest and largest of such expositions. Here farmers exhibit stock of all kinds and compete for blue ribbons. Wives bring their quilts and other hand-work, their attractively canned fruits and vegetables, their best pies and cakes; and there are prizes in all of these classifications. There are buildings where commercial exhibitors display the latest in farm equipment as well as appliances for the home. Entertainment includes harness racing, stock car and motorcycle racing, personal appearances by celebrities, and fireworks each evening. There is a special Veterans' Day, Republican Day, and Democrats Day, each with special attractions.

The *Department of Conservation* enforces conservation laws, supervises hunting and fishing, and establishes game and fish reserves. All state parks, monuments, and conservation areas are supervised by this department.

Many of our state parks and monuments have historical significance. The state is preserving for posterity various artifacts, tombs, buildings, and sites that are intimately connected with some phase of Illinois's past or with one of her illustrious citizens. Some are restorations or reconstructions that help Americans visualize the past. Many have only markers or monuments calling attention to important events.

Other parks maintain, for the enjoyment of all, spots of unusual scenic beauty or some unique physical feature. Others surround man-made lakes that have been impounded as conservation measures.

All state parks provide facilities for fun and recreation. Picnic tables, shelters, and cooking spots are plentiful. Camp sites, cabins, restaurants, and hotels are found in the larger parks. Nature trails provide opportunity for study and pleasure amid native plant life and birds. Horseback riding, fishing, boating, and swimming may be enjoyed at several sites. These parks are being constantly improved (Illinois Beach had a new 112-room hotel and new bathhouses in 1959) in order to provide places of rest, relaxation, and recreation—all of which are increasingly important in an urban industrial state.

NON-CODE AGENCIES

There are more than 30 executive agencies that are not a part of any code department. Their members are usually appointed by the Governor with the consent of the Senate. They report directly to the Governor or some other elected executive officer. The National Guard is the responsibility of one such agency; others administer state universities. The Athletic Commission, Liquor Control Commission, Racing Board, and Civil Defense Agency you will often see mentioned in the newspapers. The Illinois Commerce Commission regulates the operation, rates, and safety of public utilities such as electric, gas, telephone, and water companies and all transportation companies within the state—railroads, bus and truck lines, barges, airplanes, and pipelines.

The Illinois Youth Commission supervises all of the state's efforts to deal with juvenile delinquency. It is in charge of the state's correctional institutions—the Diagnostic Center at Joliet, the Illinois State Training School for Boys at St. Charles, the Illinois State Training School for Girls at Geneva, and the Industrial School for Boys at Sheridan. Forestry Camps located in state parks are a new rehabilitation venture of this commission. They are operated in conjunction

with the Department of Conservation. They help to keep recreation areas clean and repaired while they provide healthful living and good training for pre-parolees and 16-to-19-year-old boys who do not fit into the other training programs.

Certain other agencies have been set up to handle problems that overlap the boundaries of cities and counties or that affect Illinois in connection with other states. In later chapters we shall learn what some of these agencies do, especially in planning for the future.

Checking up

1. Make an outline of the elected executive officers of Illinois and their duties.
2. Compare the code departments of Illinois with the United States Cabinet.
3. What executive agencies of the federal government are comparable to the non-code agencies of our state government?

4

The Judicial Branch

The Judicial Branch of government has three functions. It judges the constitutionality of laws; it explains the meaning of laws; and it tries individuals accused of disobeying the law.

CIRCUIT COURTS

To carry out these functions the Constitution of Illinois (Article VI) established a system of state courts.

The foundation of this system is the *Circuit Court*. The General Assembly sets up the circuits, each of which (except Cook) contains several counties. Judges in these circuits travel from county to county holding court. Most circuits have 3 judges, a few of

the larger have 4; there are 20 circuit judges in Cook County, which has two additional courts—a Superior Court with 53 judges to handle some of the civil cases and a Criminal Court to which either circuit or superior court judges may be assigned. All of these judges are elected for a term of six years. Judicial elections are held on the first Monday in June.

HIGHER COURTS

The next-higher court is the *Appellate Court*. There are four Appellate Court districts in Illinois: the first has three divisions centered in Chicago, the second meets in Ottawa, the third at Springfield, and the fourth at Mount Vernon. Circuit Court judges are assigned by the Supreme Court to work as appellate judges, three for each district except the first, where nine are used.

The highest court in Illinois is the *Supreme Court*. It has seven judges, one from each Supreme Court district, elected for a term of nine years.

JURISDICTION AND PROCEDURE

The Circuit Court is the basic trial court of Illinois. Decisions of this court may generally be appealed, although a large percentage of them never are. The Appellate Court has only appellate jurisdiction; that is, it hears only cases that have been appealed from a lower court. Its decision is final in many cases.

The Constitution gives the Supreme Court of Illinois original jurisdiction in three kinds of cases. This means that such cases go directly to the Supreme Court without having been heard in a lower court. The three kinds are revenue cases, cases involving *mandamus* proceedings, and cases involving *habeas corpus* proceedings. A *writ of mandamus* orders some public officer or corporation to perform some duty that he or it has been neglecting. (See page 51 for the

meaning of *habeas corpus*.) The Supreme Court also has appellate jurisdiction. Certain types of cases, including those involving the constitutionality of a state or local law, go directly from their initial trial in Circuit Court to the Supreme Court. Others reach it by way of the Appellate Court.

Witnesses do not appear in either the Appellate Court or the Supreme Court. Instead, the judges of these courts study the previous testimony and the printed arguments submitted by the attorneys. In the Supreme Court each judge studies certain cases and writes up his opinion; these are printed and sent to his colleagues. Then, on the second Monday of January, March, May, September, and November, the judges gather in the Supreme Court Building in Springfield to meet for about two weeks. At that time they discuss the written reports. A majority opinion of the judges decides the outcome of the cases.

Checking up

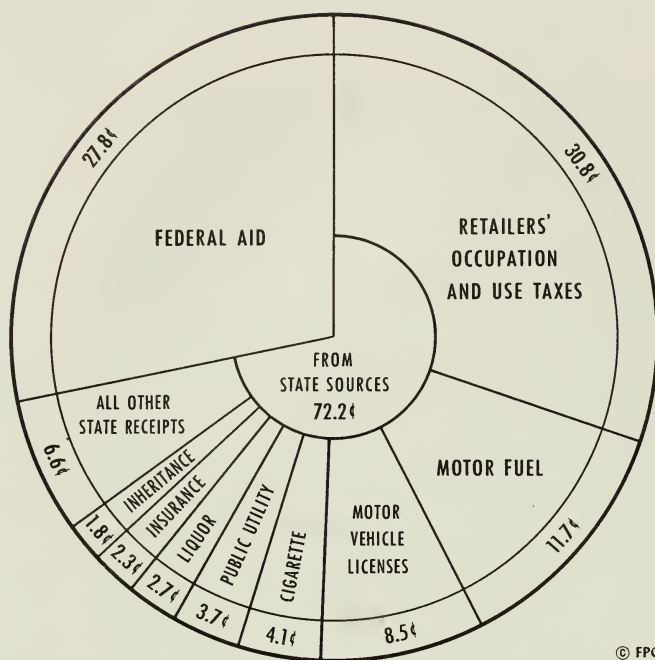
1. Explain the meaning of original and appellate jurisdiction.
2. What is the difference in procedure between the Circuit Court and the Appellate or Supreme Court?

5

Responsibilities
of citizens

In a democracy a citizen has many rights and privileges. He expects—and receives—many services from national, state, and local government.

But a good citizen of a democracy also has responsibilities. One of these is to willingly pay his share of the cost of government. In

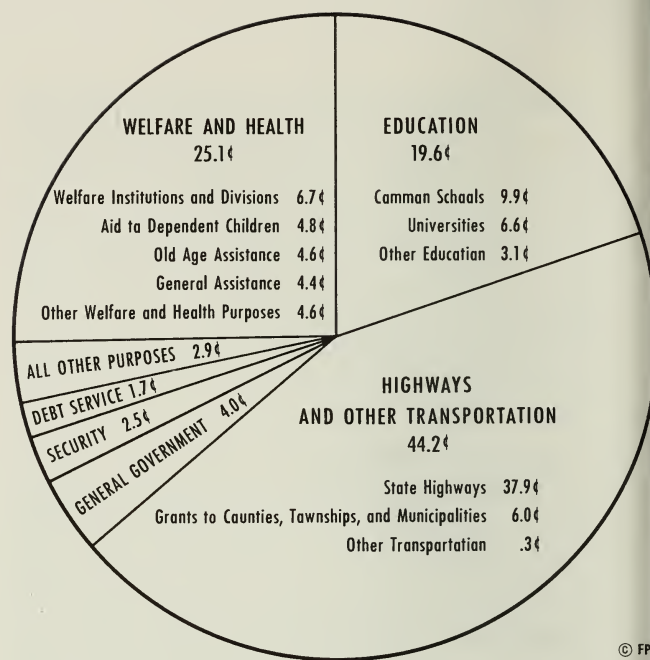


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Illinois we want good roads, good schools, good health and welfare programs. What other services of state government can you name?

The money to pay for these services comes from the citizens in the form of taxes voted by the General Assembly. In Illinois, property taxes on both real estate and personal property provide most of the money used by the local governing bodies that will be discussed in the next chapter. The state government gets most of its revenue from a sales tax, a gasoline tax, taxes on cigarettes and liquor, licenses of many kinds, corporation taxes, and inheritance taxes. In later years you should learn more about the different kinds of taxes and form an opinion as to which is fairer for most people and whether an income tax or some other kind would be a better source of revenue. At this time, it is enough for you to realize that the many services performed by state government require vast sums of money and that the money comes from taxes which good citizens pay honestly and cheerfully.

Another responsibility of citizens is to vote. To do this intelligently, adult citizens need to know the things you are learning



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Left) This graph shows where the funds for state government come from. What is the greatest source of state revenue? Which sources are shown that are not mentioned in the text? Do you contribute directly to the state's revenue?

Right) This graph shows how state funds are used. Which three types of services use most of each state dollar? How do you benefit directly from the state's services?

now about the offices to be filled and the duties associated with those offices. To choose wisely among those running for office, the voters need also to study the record of the candidates and the party platform they represent.

Are you beginning to see that a good citizen must be well-informed? This is true not only at election time, but all the time. A good citizen studies the important issues of the nation and the state and discusses his ideas with his fellow citizens. If a citizen is especially well-informed on any issue, or has strong opinions either for or against it, he should make his views known to his elected representative in the General Assembly or Congress. In your study of current events, are you preparing yourself for

OFFICES	1 PRESIDENT AND VICE-PRESIDENT OF THE UNITED STATES	2 UNITED STATES SENATOR	3 UNITED STATES REPRESENTATIVE	4 GOVERNOR	5 LIEUTENANT GOVERNOR	6 SECRETARY OF STATE	7 ATTORNEY GENERAL	8 COMMISSIONER OF EDUCATION	9 COMMISSIONER OF LANDS	10 COMMISSIONER OF REVENUE	11 COMMISSIONER OF AGRICULTURE	12 COMMISSIONER OF MINES	13 COMMISSIONER OF PUBLIC WORKS	14 COMMISSIONER OF THE GENERAL ASSEMBLY	15 COMMISSIONER OF THE GENERAL ASSEMBLY	16 COMMISSIONER OF THE GENERAL ASSEMBLY	17 COMMISSIONER OF THE GENERAL ASSEMBLY	18 COMMISSIONER OF THE GENERAL ASSEMBLY	19 COMMISSIONER OF THE GENERAL ASSEMBLY	20 COMMISSIONER OF THE GENERAL ASSEMBLY	21 COMMISSIONER OF THE GENERAL ASSEMBLY	22 COMMISSIONER OF THE GENERAL ASSEMBLY	23 COMMISSIONER OF THE GENERAL ASSEMBLY	24 COMMISSIONER OF THE GENERAL ASSEMBLY	25 COMMISSIONER OF THE GENERAL ASSEMBLY	26 COMMISSIONER OF THE GENERAL ASSEMBLY	27 COMMISSIONER OF THE GENERAL ASSEMBLY	28 COMMISSIONER OF THE GENERAL ASSEMBLY	29 COMMISSIONER OF THE GENERAL ASSEMBLY	30 COMMISSIONER OF THE GENERAL ASSEMBLY	31 COMMISSIONER OF THE GENERAL ASSEMBLY	32 COMMISSIONER OF THE GENERAL ASSEMBLY
DEMOCRAT	A 1 A Kennedy Johnson	2 A 1 A McGowan	3 A 1 A McGowan	4 A 1 A McGowan	5 A 1 A McGowan	6 A 1 A McGowan	7 A 1 A McGowan	8 A 1 A McGowan	9 A 1 A McGowan	10 A 1 A McGowan	11 A 1 A McGowan	12 A 1 A McGowan	13 A 1 A McGowan	14 A 1 A McGowan	15 A 1 A McGowan	16 A 1 A McGowan	17 A 1 A McGowan	18 A 1 A McGowan	19 A 1 A McGowan	20 A 1 A McGowan	21 A 1 A McGowan	22 A 1 A McGowan	23 A 1 A McGowan	24 A 1 A McGowan	25 A 1 A McGowan	26 A 1 A McGowan	27 A 1 A McGowan	28 A 1 A McGowan	29 A 1 A McGowan	30 A 1 A McGowan	31 A 1 A McGowan	32 A 1 A McGowan
REPUBLICAN	B 1 B McGowan	2 B 1 B McGowan	3 B 1 B McGowan	4 B 1 B McGowan	5 B 1 B McGowan	6 B 1 B McGowan	7 B 1 B McGowan	8 B 1 B McGowan	9 B 1 B McGowan	10 B 1 B McGowan	11 B 1 B McGowan	12 B 1 B McGowan	13 B 1 B McGowan	14 B 1 B McGowan	15 B 1 B McGowan	16 B 1 B McGowan	17 B 1 B McGowan	18 B 1 B McGowan	19 B 1 B McGowan	20 B 1 B McGowan	21 B 1 B McGowan	22 B 1 B McGowan	23 B 1 B McGowan	24 B 1 B McGowan	25 B 1 B McGowan	26 B 1 B McGowan	27 B 1 B McGowan	28 B 1 B McGowan	29 B 1 B McGowan	30 B 1 B McGowan	31 B 1 B McGowan	32 B 1 B McGowan
PROGRESSIVE PARTY	C 1 C McGowan	2 C 1 C McGowan	3 C 1 C McGowan	4 C 1 C McGowan	5 C 1 C McGowan	6 C 1 C McGowan	7 C 1 C McGowan	8 C 1 C McGowan	9 C 1 C McGowan	10 C 1 C McGowan	11 C 1 C McGowan	12 C 1 C McGowan	13 C 1 C McGowan	14 C 1 C McGowan	15 C 1 C McGowan	16 C 1 C McGowan	17 C 1 C McGowan	18 C 1 C McGowan	19 C 1 C McGowan	20 C 1 C McGowan	21 C 1 C McGowan	22 C 1 C McGowan	23 C 1 C McGowan	24 C 1 C McGowan	25 C 1 C McGowan	26 C 1 C McGowan	27 C 1 C McGowan	28 C 1 C McGowan	29 C 1 C McGowan	30 C 1 C McGowan	31 C 1 C McGowan	32 C 1 C McGowan

Using a voting machine (shown at the left of the photograph) is more complicated than marking a paper ballot. The sample ballot (above) shows part of the listing that appeared on the machines in the 1960 election. To vote a straight ticket, a voter pulled only his party lever, at the left. To split the ticket, a voter had to push down the small lever over the name of each candidate that he wanted to vote for. In the photograph, the poll worker at the right is using a small machine to show a voter how to work the levers.



this kind of analysis of civic problems, so that you can become an intelligent voter?

A good citizen takes part in civic activities. You are already learning to do this in committee projects, discussion groups, class meetings, and student council. You may be participating in safety patrol duties or in civic projects of Scouts, Junior Red Cross, or other youth organizations.

An adult citizen has many more opportunities to participate in civic organization projects for the good of the community. He should feel it his responsibility to work for the political party of his choice. He should welcome opportunities to serve on park, recreation, library, or school boards. If he is suggested for public office, he should be willing to serve. If elected or appointed to such office, he should perform his duties honestly, fairly, and energetically. Thus he will be a credit to himself and his community. And he will be faithfully carrying out his responsibilities as a citizen of our state and our nation.

Checking up

1. What are the chief sources of Illinois revenue?
2. What general kinds of services require the greatest expenditure in our state?
3. What are the responsibilities of a good citizen? In what ways are you already participating as a good citizen?

SEEING CHAPTER 5 AS A WHOLE

A chapter check-up

1. Make an outline of important facts about:
 - a. The Illinois General Assembly;
 - b. How Illinois laws are made;
 - c. Elected executive officers;
 - d. Illinois state courts.
2. Be ready to tell about one code department and one non-code agency.
3. Discuss ways in which each branch of Illinois government is like or unlike the corresponding federal branch.

Our Illinois heritage

Our government is a democracy, which means "rule by the people." It is a representative democracy, in which the citizens elect representatives who make the laws and run the government for them.

The right to vote and to take part in our democracy is one that should be cherished. The history of our government shows a steady extension of suffrage, so that our democracy expresses more and more the will of all the people. While expressing the will of the majority, our democracy also respects and protects the rights of minority groups.

The right to vote is one that should be used wisely. A democracy is effective only when the people do their part by assuming the responsibility for electing competent and upright officials. For this reason, the United States believes in education for responsible citizenship. Now is the time for you as a student to prepare yourself for your future as a voter. You should become thoroughly familiar with the structure of our government. You should take an interest in our office holders and the problems they face on the national, state, and local levels. This obligation is part of your heritage and should not be denied.

Did you know?

Did you know that Vincennes, in Indiana, was once our capital? This was when Illinois was part of Indiana Territory, from 1800 to 1809. In Vincennes today, you can visit a replica of the capitol, a wooden building with the governor's office on the first floor and an outside stairway leading to the second floor, where the territorial legislature met. On display in this building is the handsome walnut table that Governor William Henry Harrison designed for meetings with the three judges who were appointed to serve with him.

Floods washed away the buildings at Kaskaskia that were used by the Territory of Illinois and during the first year of statehood. Fire

destroyed the first capitol at Vandalia. The second capitol there was a renovated bank building. It was torn down and the materials used as far as possible in a third structure, which the citizens of Vandalia erected on the public square in 1836, in a vain attempt to keep the seat of government in their city. The General Assembly, which had not authorized this construction, argued about paying for the building. They finally paid for it, but that same year they voted to move the capital to Springfield. So the building at Vandalia was used by the state for only two years. Later it was rented to Fayette County, which used it for a courthouse for many years. Now it is a state monument. It faces the old National Road and in front of the building is a statue, "Madonna of the Trail," honoring the sturdy pioneer mothers who withstood the hardships of moving west along the old National Road.

The first capitol built in Springfield is rich in Lincoln lore. Here he argued cases before the Illinois Supreme Court. Here he made his "house divided against itself" speech. And here his body lay in state before burial at Oak Ridge Cemetery. After this building became too small for state purposes, it served as Sangamon County Courthouse.

The present capitol at Springfield was authorized in 1867 and required twenty-one years to complete. Read more about it, and about other Illinois state buildings, in this text and in booklets obtainable from the Secretary of State at Springfield.

Expanding your interests

The *Illinois Blue Book* is the best source of information on the work of the code departments and non-code agencies. The Secretary of State can also supply many useful pamphlets (some of these are described in the book lists in the Appendix). The Legislative Reference Service of the General Assembly will furnish a copy of the Handbook, a sample Journal, and copies of bills, for classroom use.



“Rustling through the leafy trees”



The courthouse in Carrollton, county seat of Greene County, is typical of many courthouses in Illinois. Situated near the center of town, it has a parklike setting, surrounded by lawn and trees. The statue in the foreground honors Thomas Carlin, a Greene County native who became sixth governor of Illinois.

Rustling through the leafy trees

The mighty oak, state tree of Illinois, has many spreading branches and tiny twigs. Similarly, the state has many divisions of local government, large and small—counties, townships, cities and villages, sanitary districts, park districts, school districts, and others.

In the tree, the life fluid is carried from the roots throughout the trunk and branches to the tiniest twig; and out at the ends of those twigs, the leaves manufacture nourishment for the tree. Similarly, state government gives local government its right to exist and assigns the duties it shall perform. In carrying out those duties and in handling local problems, the smaller units of government contribute much to the well-being of the state and to the development of civic leaders at all levels.

READ TO FIND OUT

- 1 Who provides your schools, teachers, and textbooks?
- 2 What services may you expect from your municipality?
- 3 How does township government function?
- 4 Why is a county sometimes described as an administrative arm of the state?

WORD LIST

<i>City Manager plan</i>	<i>incorporated village</i>
<i>civil township</i>	<i>Mayor-Council plan</i>
<i>Commission plan</i>	<i>school township</i>
<i>special charter town</i>	

How
education
is provided

The founders of Illinois planned to provide good education for all the children of this state. Article VIII of the Illinois Constitution begins, "The General Assembly shall provide a thorough and efficient system of free schools, whereby all children of this state may receive a good common school education."

The school district is the unit of government closest to the lives of the boys and girls who use this book. The variety in types of districts illustrates how local institutions are changed to meet the needs of the people.

The earliest kind of district had a one-room school in which one teacher taught all grades. In such a district, three trustees provide the school, hire the teacher, get the supplies, and have general charge. The County Superintendent of Schools is the educational supervisor.

As villages grew, it was only a step to urban districts of eight-grade elementary schools. Some of these districts were soon offering one, two, even four years of high school. But when the big boom in high school enrollment came in the World War I era, it was felt that more money could be raised if the high school was a separate unit. Two types of districts were provided by state law. The *Township High School* provided facilities for all the young people of high school age in the township, which might include graduates of several urban or rural elementary districts. The *Community High School*, too, usually included one city and the surrounding country areas,



but it was not restricted to previously determined lines as the township district was.

As better roads were built, it became efficient to combine two or more rural districts into one *Consolidated District*, which could provide better facilities at a smaller cost per pupil. Educators came to feel that the separate grade and high school districts were a mistake, because it was more difficult to plan a continuing curriculum under that set-up. So the newest type of district, the *Community Unit District*, came into being, with transportation provided for pupils who live some distance from the school. The development of these districts has been so rapid that the "little red schoolhouse" (which in Illinois was invariably white) is fast disappearing from along the highways and byways of the state.

Any school district, whatever its type, with more than 1,000 population elects a Board of Education of seven members who serve without pay. They select a Superintendent of Schools and, under his guidance, hire teachers, supervisors, and principals. A Board generally leaves the selection of texts and the planning of the curriculum to the trained educators it has hired, but the Board must give final approval. They are

The Community Unit School at Mattoon is an example of modern school architecture, with maximum light in the classrooms and covered walks between buildings.

responsible for providing and equipping buildings, and hiring janitors and maintenance workers.

State law says that elementary and high school education must be provided. Many districts also maintain some of these: kindergartens, nursery schools, junior colleges, and special classes for the handicapped, for the gifted, and for adults.

The funds needed for schools come largely from property taxes; somewhat less than one-fourth is supplied from state sources. In school districts all over the state, good citizens and their elected representatives on the Board of Education are striving to provide the opportunity for young citizens of Illinois to get the kind of education that will fit them for life in a modern democratic society.

Checking up

1. Which of these types of school districts do you have? Does it best serve the needs of your community?
2. Who are the members of your Board of Education (or Trustees)? Why do they deserve your appreciation?

Municipal government: services and responsibilities

Municipalities started as tiny settlements that grew up along a stream, or at crossroads, or wherever a group of people found a fit site to settle down. Almost any spot in Illinois is suitable, so the state has an unusually large number of villages and cities. Soon settlers began to want things they could not provide for themselves individually—a bridge, a road, sewers, sidewalks, street lights, and police protection. Some of these they could have by working together voluntarily; but, under the volunteer system, the angry minority, the lazy fellows, and the penny pinchers made no contribution. Establishing a village or city government provided a way to distribute the burden fairly and to assign authority for getting things done.

VILLAGES AND CITIES

As soon as a settlement has 100 residents, it is eager to become an *incorporated village*. It will then be governed by a village president, village clerk, and six trustees elected from the village as a whole. The president and trustees, acting jointly, appoint a village treasurer, police chief, and other officers.

There was a time when “bigger and better” went together in the thinking of Americans. Villages prided themselves on reaching a population of 1,000, the mark set by state law at which they could become cities. That urge toward bigness died out as people from the cities began moving away from the noise and confusion of city life and settling in the suburbs. To these

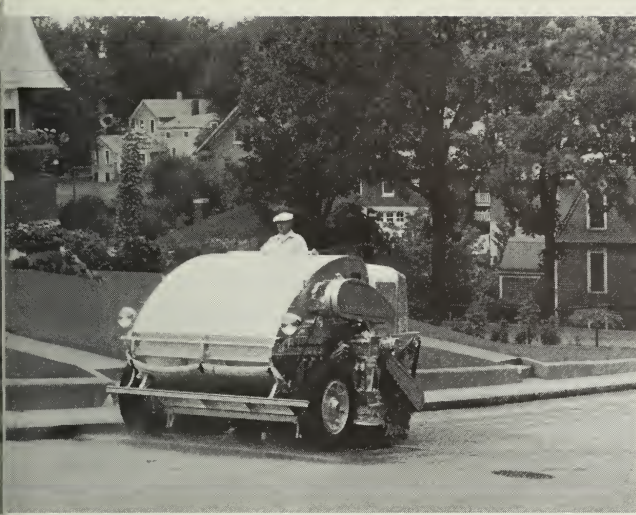
people, village government seemed just right. Therefore, many communities, especially in the Chicago suburban area, have kept their village government long after their population warranted the change to a city. Oak Park prides itself on being the biggest village in the world.

Special charters forbidden. Before 1870 each request for a city charter required action by the legislature. Some requests contained special details that were often accepted by the General Assembly. The Constitution of 1870 forbade all special charters, but contained no outline that cities should follow. So the next session of the General Assembly enacted the Cities and Villages Act to correct this situation; it remains the basic law on the subject. However, those places that already had special charters were permitted to continue using them. Today they are called *special charter towns*. Only about twenty of them remain; Cicero is the largest.

MAYOR-COUNCIL PLAN

The Mayor-Council plan of city government is by far the most common kind in Illinois. For it, a city is divided into from three to seven wards or more, depending on population; a city of 20,000 to 30,000 has seven wards and it must reach 50,000 before it has eight. In every city except Chicago (see page 111), two aldermen are elected from each ward on alternate odd-numbered years. City elections are held on a Tuesday, usually the third, in April. A Mayor, City Clerk, City Treasurer, and Police Magistrate are elected from the city as a whole. The term for all of these is generally four years, but two-year terms are permitted in some cases.

The Aldermen make up the city's law-making body, called a City Council, which meets regularly in the City Hall with the Mayor presiding. The City Clerk takes the minutes of the meetings. Usually a City



Attorney, appointed by the Mayor with the approval of the Council, also attends. He sees that action of the Council keeps within the limits set by the state and that ordinances (city laws) are constitutional and are put in proper legal form.

The Council is divided into committees to study city needs and make recommendations. Council action provides all the services mentioned before, plus many others, including fire protection, street paving, garbage and rubbish collection, street cleaning, and traffic regulation. Many cities provide libraries, play areas, recreation centers, and a swimming pool. Some have a city museum, zoo, art gallery, or a system of parks. In some cases the park district is a separate taxing unit and may not coincide with the city boundaries.

Sewage disposal is usually handled by individual cities, but in the Chicago area it is taken care of by the Metropolitan Sanitary District of Greater Chicago. This body, governed by a board of nine trustees elected for a six-year term, handles sewage disposal for Chicago and 105 suburban communities.

Many cities provide their own water system. Others buy water from a larger neighbor. Instead of furnishing other public utilities—gas, electricity, telephones, and bus service—cities often contract with a company to furnish these services.

Street cleaning and trash removal are two community services that make this city a clean and pleasant place to live in. Such services also safeguard public health and decrease fire hazards.

Although we are devoted to the free enterprise system, we permit a *monopoly* in such cases. Think of the confusion that would result if two or three different companies furnished competing telephone services in the same city! But because we realize that there is danger in monopolies, the cities keep the right to make regulations concerning the service. For example, a city will say what streets a bus company may use, what speed limits and other safety regulations it must obey, and even what rates it may charge. You will remember that the state has similar regulatory power over public utilities that serve a larger area than one city.

The Mayor is the chief executive officer. He may veto measures passed by the Council, and it takes a two-thirds vote of the aldermen to override his veto. With the consent of the Council, the Mayor appoints such administrative officers as have been approved by Council action. These may include a police chief, fire chief, tax collector, engineer, health director, comptroller (the watchdog of the treasury), and a commissioner of public works. In many

cases the mayor appoints committees that serve without pay—for example, a recreation board, a library board to hire librarians and supervise their work, and a board of fire and police commissioners to administer examinations to those seeking jobs as city firemen and policemen. Because of his many appointments, the mayor of a large city has much political power. He also has many civic and social obligations to fulfill.

The *City Clerk* keeps the minutes of Council meetings and the official file of city ordinances. He notifies members of committee meetings and carries on all of the city's correspondence. In small cities his is the only city office that keeps regular hours daily. In that case he is usually the city collector, to whom citizens pay water bills and from whom they buy local vehicle tags, pet licenses, and even state hunting and fishing permits. The *City Treasurer* receives, banks, and pays out city funds.

The judicial officer of a city is a *Police Magistrate*. He handles traffic violations, disturbances of the peace, and other cases arising from the breaking of city ordinances.

Weaknesses of the Mayor-Council plan. Most city offices require long hours and much work, and the employees are not very well paid. Consequently, it is often difficult to find capable people to fill them. The Mayor-Council plan has certain dangers, so that, unless citizens are alert and active, their government can become inefficient and corrupt. A weak mayor may appoint to office his friends and those who helped elect him, with little regard to their abilities. Aldermen may work jealously for favors for their own wards and disregard the well-being of the city as a whole.

The greatest defect of the Mayor-Council system is the inability to place the blame for things left undone. A city water main springs a leak. You call City Hall and

probably talk to the city clerk, who can only report to the mayor, who in turn calls the engineer. All this takes time, while the water continues to flow wastefully. So you call your alderman. He is not on the water committee but will certainly call some alderman who is, or the mayor, or the engineer. And the water continues to waste away. Who is to blame? The water committee, because they did not press hard enough to get the money needed for new water mains? The whole council, because they voted down the suggestions made by the water committee? The engineer who has failed to organize his work to cope with emergencies? The mayor who should have appointed a more efficient engineer? Each can blame the others. We call that "passing the buck."

These weaknesses, and the actual corruption that can result when unprincipled men use public office for their own ends, have led civic-minded analysts to study the problems of city government. All agree that the best cure for all evils is a citizenry awake to their responsibilities. Other plans that guard against the weaknesses of the Mayor-Council system have been devised. Two have been approved by the General Assembly of Illinois. These are the *Commission plan* and the *City Manager plan*.

THE COMMISSION PLAN

Under the Commission plan, a mayor and four commissioners are elected from the city as a whole. This greatly reduces the number of elected city officials and does away with wards entirely. This small group has both legislative and executive power. They meet together to decide on legislative matters. Administration is grouped into five divisions—public affairs, accounts and finance, public health and safety, streets and public improvements, and public property. By law the mayor administers public affairs. Each commissioner is assigned one

of the other divisions. There can be no "passing the buck" with this kind of clearly defined responsibility. With fewer officials to be elected, it would seem more likely that capable officials could be found. However, there is no real head of the government; and if commissioners are lazy or inefficient, who is there to keep prodding them? There seem to be dangers in this plan. At any rate, it is not popular in Illinois. Any city of less than 200,000 (which means any but Chicago) can adopt this plan, but not even a tenth of the cities of Illinois have done so.

THE CITY MANAGER PLAN

The *City Manager plan*, the newest form of city government, has been legal in Illinois since 1951 for cities of 5,000 to 500,000. Council members may be elected at large, or cities that had the ward system may continue it if they wish. The Council has only legislative functions; in fact, it serves much as does the board of directors of a corporation. And like a big business, the members of the Council hire an efficient administrator (preferably college trained in the field of municipal administration) as the Manager. The Manager has full responsibility for all administration in the city. He presumably owes nothing to any "machine," so the evils of patronage are minimized. He can be fired if he does not give satisfaction, so there is no waiting for an inefficient mayor's term to expire. The plan seems to have many good points, but it has been tried in so few Illinois cities that we cannot yet judge its value.

CHICAGO GOVERNMENT

The city of Chicago is so large that it has many problems which are not so prevalent or pressing in other communities. The General Assembly realized this in the Cities and Villages Act and continues to enact special legislation for "cities of over 500,000 population," which means Chicago.

Chicago is divided into 50 wards, each of which elects one alderman in the year immediately preceding presidential elections (1959, 1963, and so forth). The Council meets twice a month, usually; and its meetings are open to the public.

Chicago has the same elected executive officers as other Mayor-Council cities.

Chicago's Mayor appoints but cannot remove members of the city's Board of Education. How are these officers selected in other districts? (Note that elsewhere it is districts, not city.) The Mayor directs many departments, boards, and commissions, whose directors (and sometimes all members) he appoints with Council approval. There are several groups of these. The *staff departments* contain a Budgetary Commission, a Civil Service Commission, and departments of finance, law, city planning, and others. Among the *administrative departments* are ones dealing with air pollution control, welfare, public works, buildings, weights and measures, as well as the more common ones—health, fire, police, streets and sanitation, water and sewers. Some agencies and boards deal with special housing and redevelopment, zoning appeals, and the like. The titles of other groups—the Noise Commission, Civil Defense Corps, Mayor's Commission on Senior Citizens, Youth Commission, and a Commission on Human Relations—give you an idea of the wide range of services that Chicago's government is concerned with.

The Chicago Municipal Court takes the place of the Police Magistrate and Justices of the Peace. A Chief Justice, 36 associate judges, a Clerk, and a Bailiff are elected for six-year terms. This court is split up into several branches, which meet in assigned courtrooms to hear specific types of cases. You may see newspaper mention of the Traffic Court or the Domestic Relations Court. These and several others are branches of the Municipal Court.

Checking up

1. What type of municipality do you live in (or near, if you live on a farm)?
2. Interview some local government official. (Teams of two are better than one if this is your first interview; more than three are too many.) Prepare your questions in advance, with the help of the class. Make an appointment and keep it to the minute. Be polite and businesslike. Ask your first questions as soon as introductions are over. Take notes. You probably will not get to ask all the questions you have prepared; do not prolong the interview in an attempt to do so.
3. With the information gained from this text and the interviews, make a class outline of your municipal government.

3

Township government

Townships were not mentioned in the first Illinois Constitution (1818). At that time, only southern Illinois was occupied, and those settlers were from Kentucky and Virginia, where the county was the local unit of government.

The township idea came to Illinois with the New Englanders who moved into the northern half of the state. Political townships are now found in 85 of the 102 counties of Illinois (see map on page 29). The other 17 counties, in the southern part of the state, still keep the county as the basic unit of local government.

Many people favor doing away with the township organization. They call it a relic of "horse-and-buggy" days. They say that in this era of easy transportation the county could handle, more efficiently and at less cost, all the responsibilities now assigned to township government. It is true that a

township's governing responsibilities are much less important than those of a county; and if a township includes a city of any size, the city government is more important in the lives of the people than the township government is.

KINDS OF TOWNSHIPS

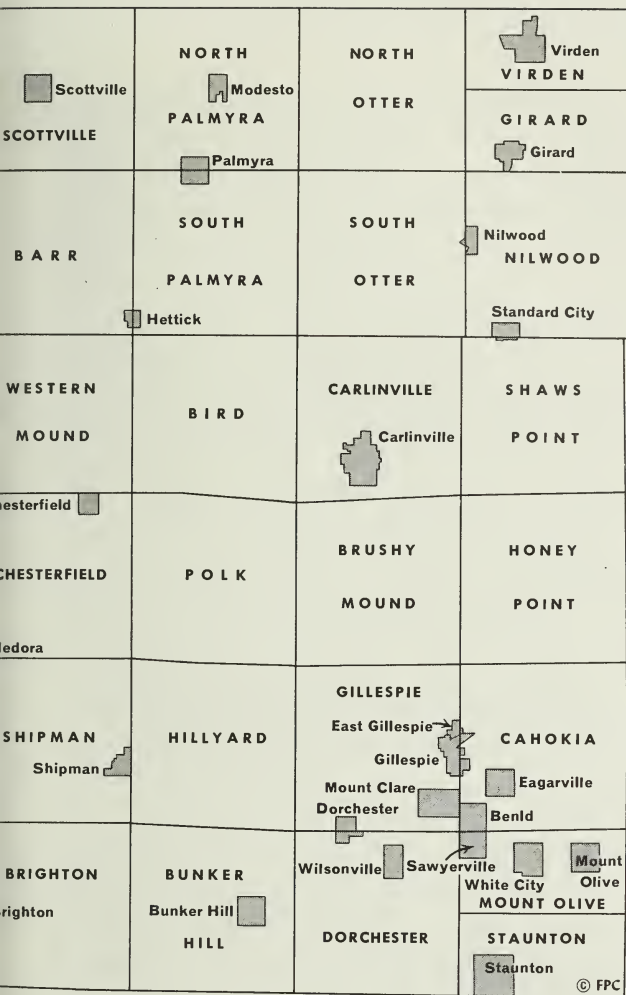
The *congressional townships* provided for by the Land Ordinance of 1785 are not units of government. But since the boundaries of congressional townships had been established by survey, the *civil townships* in Illinois generally used the same boundary lines. The civil townships are named, but the congressional townships bear only location numbers. Sometimes there are two different political townships in cases where the *school township* differs in size from the named townships into which the counties are divided.

In a school township three school trustees are elected, one at a time so that their six-year terms are staggered. Their chief duty is to hire and supervise the work of a township school treasurer. He receives all the funds from local school taxes and from state contributions for all the school districts in the township and pays them out on order of the various boards of education of those districts.

FUNCTIONS OF TOWNSHIP GOVERNMENT

The legislative functions of a township are performed in an annual town meeting held in April. Any voter may attend, but very few avail themselves of the opportunity to participate in this, the only "pure democracy" found in our state. The *Town Clerk* calls the meeting to order. The first order of business is the election of a *Moderator*, who presides for the remainder of the meeting.

The business of this meeting is to make decisions about township matters and to



Top) In this map of Macoupin County, notice how evenly it is divided into squares. This means that both county boundaries and those of the civil townships follow what lines? In each of the two exceptions, two towns of about equal size grew up at opposite ends of the congressional township, so that it split into two civil townships of equal area. These were then given the same name as the town. Point them out.

Bottom) This map shows congressional township 39 N.-13 E. In 1857, this was organized as a civil township and named Cicero. But as Chicago pushed westward, Cicero lost more than half its area. How many annexations were there? In what years?

In 1901, the remaining area split into three civil townships. One kept the name of Cicero; each of the others took the name of its chief settlement. At that time, both Oak Park and Berwyn Townships had farms surrounding the villages. Now the farms have disappeared. Today, the city of Berwyn, for example, occupies the same area as the township of Berwyn.

The three civil townships shown in the shaded area still form one school township. What officers does it elect?

appropriate funds for them. These matters differ from one township to another. Some maintain a health center, clinic, or hospital; some provide a cemetery; others with much rural area spend most of their money on roads, bridges, control of weeds, and make provisions about fencing and animals running at large. All handle some relief work and provide funds to pay township officers.

Township executive officers are elected on the same day as the town meeting. They serve for four years and include a supervisor (and in populous areas sometimes an assistant supervisor), a town clerk, an assessor, and a highway commissioner.

The Supervisor is the chief executive officer of a township. He has charge of all funds of the township, makes an annual report to the town meeting, has charge of the distribution of local relief funds, and is a member of the township board of health, as are the Clerk and the Assessor.



The Clerk keeps the records of the township and reports to the County Clerk the amount of taxes needed for township purposes. The Assessor fixes the value of real and personal property for tax purposes. The Highway Commissioner maintains the county roads of the township.

Formerly, Justices of the Peace and Constables were township officers. They are still elected at the April election in counties having township organization. But only in counties of more than 500,000 population (which means only in Cook County) are they now elected one from each township. And in all cases, they are now county officials and will be described in the following section.

Checking up

1. List the chief responsibilities of township government.
2. If townships were done away with, some of these duties could be assumed by the municipality rather than by the county. Consider the townships shown on map, page 113; Berwyn township has no highway commissioner. Why? Why would it not be practical for the cities or villages of Macoupin County to take over township duties (see map, page 113)?

4

The county: an arm of the state

In its earliest days in the nation, Illinois was itself a county of Virginia. For representation in the Northwest Territorial legislature, it soon had two counties—St. Clair (1790) and Randolph (1795). As time went on, more and more counties were added. The last two, Douglas and Ford, were established by the General Assembly in 1859.

The table of counties in the Appendix will give you basic information about each of the 102 counties in Illinois—date of establishment, area, population, and the origin of its name. It may seem odd to you that Illinois, now called “Land of Lincoln,” has no county named for Lincoln.

Counties range in area from tiny Putnam and Hardin to big La Salle and McLean. They vary in population from Putnam and Hardin to Du Page and giant Cook, which has a larger population than all the other counties of Illinois combined.

Each county has a county seat (capital), where the business of the county is carried on. The county building, with courtrooms and office space for all county officials, is usually placed in a centrally located square. The jail may be in a separate building.

COUNTY LEGISLATION

The legislative power of the county is vested in a county board. There are three types of these in Illinois. In 84 counties the township supervisors make up the *Board of County Supervisors*. In the 17 counties that do not have a township organization, commissioners are elected from the county at large to the *Board of County Commissioners*. That part of Cook County outside of Chicago is divided into civil townships, but the supervisors they elect are only executive officers of the township. The *County Board of Commissioners of Cook County* consists of fifteen members, ten elected at large from the city of Chicago and five at large from the remaining areas of the county.

The chief responsibility of a county board is to raise and spend money for public purposes. Here are some of the principal services provided by a county board:

1. It builds and maintains county roads.
2. It provides such health facilities as a county hospital, for those who cannot afford hospitalization, and sometimes clinics and a hospital for contagious diseases.

3. It maintains a home for aged dependents, called a county farm.

4. It may handle some conservation or recreation projects, such as the Forest Preserves of Cook County.

5. It may support a county fair.

6. It builds and maintains a county building and a county jail.

7. It divides the county into election districts and appoints election judges and clerks.

8. It appropriates the money and hires the workers to provide these services, and the money needed for the salaries of elected county executive and judicial officers.

ELECTED EXECUTIVE OFFICERS

Elected officers of a county have a four-year term, some being elected at the same time as the Governor and some at the off-year election. All are provided for in the state constitution and are concerned with enforcing state laws.

The *County Clerk* keeps the records of the county board and the County Court. He keeps birth and death records and issues marriage licenses and birth certificates. He figures out the amount of property tax to be paid by each taxpayer in the county. With the assistance of two Justices of the Peace, he canvasses the vote of the county in each general election. A *canvass* is a check of the registration list against the voting records to see that they are correct.

The *County Treasurer* has charge of the county's funds and pays them out on order of the county board. In most counties he collects the taxes and distributes their share to each of the taxing bodies (school district, city, township, and so forth).

Each county elects a *Clerk of the Circuit Court* to keep court records and issue summons and other court papers. In most counties he is also *Recorder of Deeds*, but counties of over 60,000 elect a separate Recorder of Deeds. In his office are kept a copy of



Cook County's Oak Forest Hospital takes care of chronically ill patients, most of whom are old people.

deeds, mortgages, soldiers' discharge papers, agreements by which corporations are organized, and other valuable papers. Then, if the original is lost, the recorder's books provide an official record.

The *County Superintendent of Schools* supervises the schools of the county, especially those not in a city. He holds meetings for teachers. He receives statistics from the local districts, combines them, and reports them to the State Superintendent. He receives the funds that come to the schools of the county from state sources and distributes them to the school treasurers.

The maintenance of law and order, the protection of life and property, and the arrest and conviction of lawbreakers are major functions of the county. These are the responsibility of the *County Sheriff*. To carry them out, Cook County's Sheriff has a trained police force of several hundred men. In smaller counties a sheriff may have only one or two deputies, whom he chooses; but, in time of need, he may deputize all able-bodied citizens to form a posse to capture a suspect. The sheriff keeps order in court, serves court papers, and has charge of the county courthouse and jail and of the care and feeding of those under arrest.

The *Coroner* investigates all sudden deaths to see if a crime has been committed. He selects a jury to help in the investigation, called an *inquest*. Coroners may make arrests if the inquest seems to implicate persons in a crime.

The *State's Attorney* shares with the sheriff responsibility for bringing criminals to trial. He is responsible for presenting the evidence against the defendant in court and trying to prove that he is guilty. The State's Attorney is also the lawyer for the county and gives legal advice to all county officers and to Justices of the Peace.

THE COURT SYSTEM

The court system of Illinois is all one unit, as described in Article VI of the state constitution. Various courts have already been mentioned in the sections on state and municipal government. By and large, though, the system functions chiefly at the county level, with the Sheriff as arresting officer and the State's Attorney as prosecutor. In addition to the previously mentioned courts (see pages 100–101), there are also the following.

Each county has a County Court with one County Judge elected for a term of four years. Certain kinds of cases are his special responsibility. These include proceedings against debtors, care of the insane, cases involving delinquent tax matters, adoptions, and election irregularities. He also has charge of all probate cases—handling of wills, appointment of guardians, and so forth—in counties of small population; but counties of 70,000 population have a separate *Probate Court* and elect a special Probate Judge and Clerk of the Probate Court for this work. The County Judge also handles juvenile cases except in Cook County where a juvenile court, now called *Family Court*, is presided over by a judge picked by the Circuit Court judges from among their number.

These county-level courts operate about on a par with the Circuit Court, which also holds court in the county seat. The various Circuit Judges travel from county to county in the circuit to hold court sessions. In Cook County, as has been mentioned, there are two more courts of this rank—the Superior Court of Cook County and the Criminal Court of Cook County.

Each county also has a system of lower ranking courts called *Justice of the Peace Courts*. The General Assembly in 1959–1960 instructed the county board of each county having less than 500,000 population to divide the county into from three to five Justice Districts. Each of these elects one Justice of the Peace and one Constable, the police officer of such courts. If the Justice District has more than 40,000 inhabitants, an additional justice and constable may be elected for each additional 40,000 people or a major fraction thereof. The county board may, by following definite procedures outlined by the General Assembly, increase or decrease the number of justices and constables somewhat; but at no time are there to be less than one or more than five justices and constables for any Justice District.

In Cook County (“counties of 500,000 or more”) the 1959 law specifies that each township shall constitute a Justice District and shall elect two justices. Other provisions mentioned in the paragraph above apply here also. All of this pertains to the part of Cook County outside of Chicago. In Chicago, you will remember, the Municipal Court has displaced both Justice of the Peace and Police Magistrate Courts.

Justices of the Peace are county officials, paid from county funds. Once a month they must report to the county board the number and kind of cases they have disposed of, or have pending, and the amount of fees they have collected.

Cases that come before trial courts are of two classes, *civil cases* and *criminal cases*.



Civil cases are those in which one person sues another. Minor civil cases may be settled before a Justice of the Peace or a Police Magistrate. More serious ones, such as divorce cases and those involving sums of more than \$500, are tried in County or Circuit Court or the Superior Court of Cook County.

Criminal cases are offenses against the law. Minor crimes are called *misdemeanors*. Like minor civil cases they are often settled in a Justice of the Peace Court or a Police Magistrate Court.

Felonies are serious crimes. The person accused of such a crime is arrested and jailed. Next he has a hearing at which the magistrate or judge sets his bail, if he may be allowed out on bond while he awaits trial. If the crime is such that he may not be out on bond, he is kept in the county jail awaiting action of the Grand Jury. In the meantime the State's Attorney collects evidence against the person.

The Grand Jury is a big jury—23 members—in contrast to the Petit (or trial) Jury, which has 12 members. Jury lists are drawn at random from a list of citizens by the county board. Do you know anyone who has served on a jury? A new Grand Jury is chosen each month and hears whatever cases are awaiting them, while a Petit Jury is selected for each case to be tried.

The Grand Jury hears only the evidence against an accused person. Its purpose is to

The jury members at the right are listening attentively as a lawyer questions a witness. The court reporter, in front of the witness-box, is taking down the testimony.

decide whether there is enough such evidence to warrant a trial. If they feel the evidence indicates he should stand trial, they *indict* him—that is, make formal charges against him. Otherwise he is freed.

An indictment does not mean that the suspect is guilty. That will be decided in the trial court, usually in Circuit Court or the Criminal Court of Cook County. The defendant will have a lawyer and the same right to call witnesses in his behalf that the State's Attorney has to call witnesses against him. A judge presides, the defendant is present to hear what is said against him, and a jury listens to all of the testimony and cross-examination of witnesses and to the speeches with which the lawyers summarize the case. The jury must reach a unanimous decision of guilty or not guilty, or the case must be tried again. The judge imposes the sentence.

This long process is complicated. It sometimes seems to take a long time to bring a criminal to justice. But we must remember that all these measures are intended as safeguards to prevent innocent persons from being punished. Turn to Article II again and review how many parts of the Bill of Rights pertain to court procedure. These are rights

wrested from autocratic monarchs and paid for with suffering and bloodshed. We should prize them accordingly and hold our heads a bit higher, because we live in a democracy where a man is innocent until he is proved guilty in a court of law.

Checking up

1. Compare the duties and powers of a member of the county board with those of an alderman and a member of the General Assembly.

2. Compare the duties of a County Clerk and a City Clerk. With what state officer might they be compared?

3. Find similar comparisons, or contrasts, for each county officer.

SEEING CHAPTER 6 AS A WHOLE

A chapter check-up

1. Why is the work of a Board of Education important to you? To your community? To the nation?

2. What are some of the services performed by city government? Name the officials concerned with them.

3. Describe the kind of County Board you have in your county. What are its duties?

4. Which executive officials of a county do you consider most important? Why?

5. Explain these terms: civil case, criminal case, Grand Jury, Petit Jury, misdemeanor, felony, original jurisdiction, appellate jurisdiction, and indictment.

Did you know?

Did you know that McLean County, greatest in area, and Cook County, largest in population among our counties, were both named in honor of early Congressmen from Illinois? John B. McLean, a businessman from the promising city of Shawneetown, was a tall, sturdily built, commanding man. Cook, on the other hand, was small-boned and frail; but he was handsome and had a fine oratorical style. At one time, both men ran for the same seat in Congress. They held a series of debates around the state, just as Lincoln and Douglas were to do

some thirty years later. Why was it necessary for office seekers to travel around the state to reach the voters in those days? How would such a debate be held now?

Our Illinois heritage

More than a fourth of the counties in Illinois are named for men who were connected, in one way or another, with the American Revolution and the founding of our nation. This seems strange when you consider that the Revolutionary War had been over for forty years before most of our counties were named. Most of the men who had taken part in the war for independence must have been dead by that time. It is not surprising that Illinois legislators remembered—and honored—Washington, Franklin, and Jefferson, Adams, Madison, and Monroe, George Rogers Clark and Patrick Henry. But how did they know about such men as Moultrie, Montgomery, or Mercer, Stark or Schuyler, Putnam or Pulaski? Their fathers must have done a good job of telling them about their war experiences and the men who led them in battle. Why did fathers in those days have more opportunity for telling stories to their children?

If you are interested in learning how your county got its name, consult the table of counties in the Appendix. Find out how many Illinois counties are named for men who lived in the state. What other classifications of county names can you see represented?

Expanding your interests

1. Find out whether the place names in your community can tell you anything about its history. Are there Indian names or French names? Which streets are named for famous men? Does the name of your community have some special significance? For example, Half Day was once a camping ground, half a day's journey from Chicago; and Libertyville's first settlers arrived on Independence Day.

2. Make a diagram of the Illinois court system, showing state, county, and local courts. (Remember that in Cook County you will need to show some special courts.) Under each heading give the number of such courts, the number and term of its judges, its jurisdiction, whether or not it is a trial court, etc. Using this diagram, trace a civil case or a criminal case through all the steps it might take.



“O’er thy prairies
verdant growing”



Rich farmland and enterprising farmers add greatly to our state's prosperity. In this scene you can see corn, soybeans, and beef cattle—a combination that is basic to much of Illinois's agriculture.

O'er thy prairies verdant growing

The natural resources of our state have always been the same, but the use made of them has varied at different periods. The Indians and the first white settlers depended most on the fertile soil and the abundant wildlife in our forested regions. Only later were our broad prairies broken by the plow, and our underground minerals put to use.

To the first settlers, the natural resources of Illinois seemed unlimited. But as our population increased, it became obvious that our soil and forests and minerals would not last forever unless proper conservation practices were used. Now we have come to realize that our precious resources of water and air must also be protected and used wisely.

READ TO FIND OUT

- 1 What kinds of farms are there in Illinois? How has our farm output expanded?
- 2 How are the forests of Illinois used today?
- 3 Are fish and wildlife still important to us?
- 4 What are the chief minerals of Illinois, and how are they used?
- 5 How do our water and air resources help us?

WORD LIST

cash crop
co-operatives
experimentation
ground water
hardwoods

mass production
mechanization
softwoods
specialization
surface water

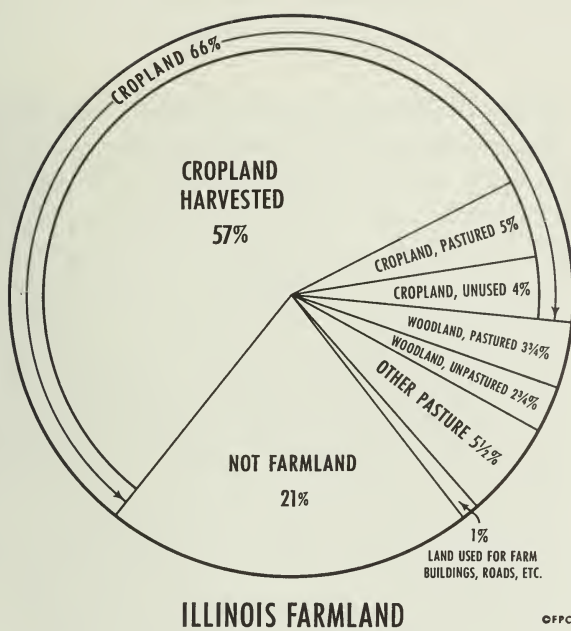
Farming in Illinois

Our farms today are very different from those of the early French and American settlers in Illinois. Then farming was the occupation of 90 per cent of the people, but the farms were small and isolated. Every farm family had to be self-sufficient; that is, they had to raise a variety of crops and animals to provide themselves with food and clothing. A trip to town took place only on rare occasions.

Today the number of farm families in Illinois is much smaller than the rest of our population. Out of 10,081,158 people in our state, only 1,940,843 live in rural areas (and few of them are very far from some urban area).

Yet even with the smallest percentage of farmers in the state's history, they produce the largest volume of crops and livestock—worth more than two billion dollars a year. How is this accomplished? The answer can be given in three words—*mechanization*, *specialization*, and *experimentation*. By using machinery, one man can work many more acres or take care of more farm animals. Since farm families no longer need to be self-sufficient, a farmer can specialize by raising one kind of crop or livestock to sell as a *cash crop*. And by being willing to try new ideas, Illinois farmers have been able to increase the productivity of their land and their livestock.

Although the proportion of farmers in our population has decreased, the amount of land under cultivation has increased since pioneer days. Illinois's area of 56,400 square miles equals more than 36 million acres. The graph on page 121 shows that almost 80 per cent of the total area of the state is in farmland.



In general, northern Illinois has more fertile soil and more flat land than southern Illinois. Southern Illinois gets more rain and has a longer growing season (see map on page 145). Where the land is flat, as in the north, drainage is often a problem. Where the land is hilly, as in the south, soil erosion is an even greater problem. The climate and the type of soil a farmer has are factors in determining what kind of crops or livestock he will raise.

KINDS OF FARMS

The map of farm products on page 145 shows that the chief crops in Illinois are soybeans, corn, oats, wheat, vegetables, and fruit. The main kinds of livestock are hogs, beef cattle, dairy cattle, chickens, and sheep. You can see that some type of livestock is important in every part of the state except one—east central Illinois, where corn, oats, and soybeans are the major cash crops. Notice that the dairy farms are usually located near large centers of population, such as Chicago and St. Louis.

Variation in crops and animals from one farm to another is a noticeable character-

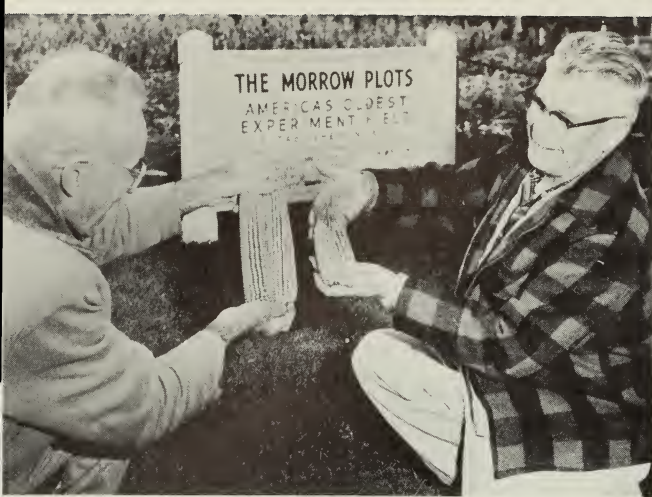
istic of Illinois agriculture. On one farm you may find only hogs being raised; next door on another, beef cattle or dairy cattle, sheep or chickens. Some farms may raise several kinds of livestock and poultry. The crops grown to feed livestock also vary from farm to farm. A favorite pattern in Illinois agriculture is the corn/hog farm.

Feed for livestock. The number of animals raised on Illinois farms is larger than the number of people in our state. A recent count gave the following figures: 7,390,000 hogs; 2,900,000 beef cattle; 1,200,000 dairy cattle; and 587,000 sheep and lambs. Think of the crops that must be raised to feed our four-legged population!

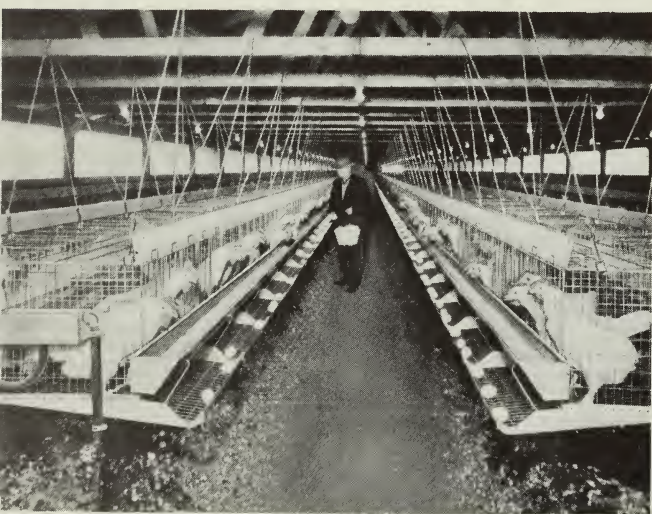
One combination of crops—corn and soybeans—is particularly widespread because of its usefulness in providing a balanced diet for livestock. The corn provides carbohydrates that fatten the animals; the soybeans provide protein and fat to build sound bodies. Other feeds for livestock include grasses and legumes, and other grains like oats and rye. Legumes are nitrogen-fixing plants, such as clover and alfalfa. Grasses and legumes can be cut fresh, cured for hay, or stored as silage; or they can be grazed by the livestock on pasture. Oats and rye are usually harvested for grain but may be made into silage with corn.

For many years, Illinois farmers usually made a practice of rotating their crops, to keep from depleting the soil's fertility. A field planted to corn one year would next be planted to soybeans, then to oats, then to clover or alfalfa, and so on. The main idea of rotation was to restore nitrogen to the soil by means of crops like clover and alfalfa, which can take nitrogen from the air and convert it into plant food in the soil.

Since World War II, nitrogen fertilizers have become much cheaper. So now, instead of rotating their crops, many farmers in Illinois apply large amounts of nitrogen to their land. They also add quantities of



The small ears of corn come from a University of Illinois test plot that has grown corn every year since 1876 without soil treatment; it produces 26 bushels an acre. The large ears come from a fertilized plot, which yields 95 bushels an acre.



Above) Here is a mass-production "egg factory." The floors of the cages slope so that the eggs roll down for handy pick-up. Below) With mechanized equipment, one man can feed a large herd of cattle.



other fertilizers such as potash and phosphorus—whatever their land needs, as determined by soil analysis. With such heavy doses of fertilizer, the same field can produce good crops of corn year after year. "Continuous corn" production appeals to many farmers in Illinois. However, many others still rely on crop rotation, because they have found that otherwise their problems of soil erosion and control of weeds, insects, and plant diseases become more difficult.

Another change that is taking place in Illinois agriculture is the method of "dry-lot feeding" instead of turning livestock out to pasture. With mechanized methods of supplying feed, it is now possible to raise hogs, beef cattle, or dairy cattle in a dry-lot, which is often a slab of concrete with an open shelter. More and more animals are now confined to small feeding areas. In poultry farming, some chicken producers house as many as 12,000 birds in one building. The *mass-production* method common in manufacturing has thus changed many Illinois farms to "farm factories."

This practice has both advantages and disadvantages. Where there is constant attention to sanitation, to water supply, and to balanced diet, mass production of livestock and poultry can result in a profitable operation. But with great numbers in a flock or herd, diseases may spread rapidly and cause disastrous losses. Many farmers do not have enough money to invest in the mechanized equipment needed for such farms. And many farmers would rather not harness themselves to a speeded-up "factory system." They prefer to live by the natural rhythm of the seasons, with changing activities throughout the year.

Food for people. A large share of the crops fed to livestock and poultry turns into food for people, in the form of meat, poultry, and dairy products. Cereal crops, such as corn, oats, and wheat, are processed to

provide breakfast foods, salad oils, meal, and flour for human use. Winter wheat, which is a valuable crop along the Wabash slope, is made mostly into cake flour.

Fruits and vegetables may be processed by canning or freezing or may be sold fresh. Sweet corn and tomatoes are grown in quantities to supply canning factories in Illinois. The truck farms that specialize in growing fresh vegetables are usually located near cities like Chicago and St. Louis. In southern and western Illinois, apples are an important crop. Orchards in southern Illinois grow various other kinds of fruit.

Crops for industry. Besides the crops that are processed to provide food for humans, Illinois has two crops that are also valuable for industrial use. Study the diagrams that show the many products made from corn and soybeans, and you will see why there is a close connection between agriculture and industry in our state. Other crops that have been important for industry since the early days of Illinois are the grains used for brewing and distilling.

FARM LIFE TODAY

As farming has become big business, the life of Illinois farm families has changed. Do you remember Abraham Lincoln's boyhood? He lived in a log cabin, wore homespun clothes, studied by the light from a fireplace, and walked miles to go to school on the few days when he could take time off from his chores.

Now, with automobiles and good roads, Illinois farmers no longer lead isolated lives. Trips to town for shopping or recreation are a common occurrence. Children in rural areas can attend school the full term. Farm homes have all the conveniences of city homes, with electrical appliances to make work easier and life more comfortable. Radio or television brings the farmer weather forecasts and market reports that help him with his work.

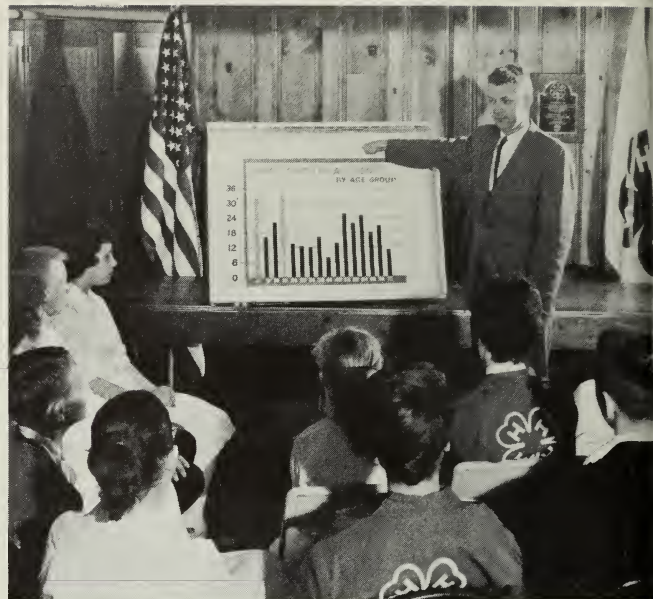
Some of the Many Uses of CORN



Uses of corn and soybeans show the close connection between agriculture and industry in Illinois. Besides edible products prepared by food-processing plants, numerous by-products are made possible by "chemurgy." This is a branch of applied chemistry that finds industrial uses for farm crops, including some parts that were formerly thought useless.

Some of the Many Uses of SOYBEANS





Left) 4-H Club members watch anxiously as their dairy cattle are judged at the state fair. Right) A specialist from the University of Illinois is giving an illustrated talk about safety on the farm. Mechanization of agriculture can cause dangerous accidents unless proper care is used.

The average farmer today is a businessman as well as a farmer. Except for the small 40- or 80-acre farms, where the owner has a part-time job in town, an Illinois farm may represent an investment of almost \$100,000 in land, buildings, machinery, stock, and supplies. It takes good business sense to run a farm productively. Many Illinois farmers are college graduates well equipped to handle the financial and technical problems that they face. They know why it pays to improve their breeding stock, to plant hybrid corn, and to give their animals a balanced diet. They make use of the latest information about fertilizers, insecticides, weed killers, and the serums and antibiotics that control diseases.

To keep up with all this technical information would be impossible for one man by himself. But Illinois farmers have many agencies to help them.

AIDS FOR THE FARMER

Agriculture is so important to the whole nation that various county, state, and federal agencies provide different forms of aid.

Federal agencies. The federal government has helped the state and county governments in the road-building program that enables the farmer to get his crops to market. Rural mail delivery (RFD) and rural electrification (REA) make farm life more pleasant.

County agents are federal employees who co-operate with the state government and the state universities to bring useful information to farmers. As part of a nationwide program of the U.S. Department of Agriculture, Illinois is divided into soil conservation districts. Farmers can learn how to best use different areas on their farms by requesting advice from their own district. They are shown how to protect their soil and water resources by using such conservation aids as strip cropping, contour plowing, terraces, and grassed waterways.

The federal government also aids the farmer with payments for land put into a "soil bank" to cut down on overproduction of certain crops. It buys surplus commodi-



This farmer is using a high-pressure sprayer to kill pests that might spread disease through his herd of hogs.

ties and uses them in the school lunch program and as food for needy countries overseas.

State and county agencies. As you learned in Chapter 5, the State Department of Agriculture serves the farmer and the consumer in many different ways. Some of its inspectors keep constant watch over food supplies. Other inspectors are on the alert to detect and check diseases in crops and livestock. The State Natural History Survey assists by carrying on research in plant diseases and insect pests. And the state universities experiment endlessly to improve breeds of livestock and seeds for crops. The state fair, county fairs, and other shows put on by industry enable farmers to see for themselves what's new in machinery, methods, and production.

Farm organizations. Many farmers band together in *co-operatives* to market their products and to buy supplies, so that they can have the advantage of buying and selling in large quantities.

Our state has three organizations—the Illinois Agricultural Association, the Illinois Farmers Union, and the Illinois State Grange—in which farmers can promote their interests in an organized manner.

The 4-H Clubs and Future Farmers of America provide ways for boys and girls to take part in useful projects and to increase their understanding of farming and home economics.

Checking up

1. What are the leading farm crops of Illinois? What kinds of livestock are important? Why?
2. Describe the ways in which a modern farm differs from one of earlier days. What are the advantages of the new ways? Disadvantages?
3. Explain the ways in which government helps the farmers. What non-government organizations also help?

2

Illinois forests.

Forests once covered the southern third of our state. Trees grew thick along the rivers, too, in northern and central Illinois. Some of the finest hardwood forests in North America once grew here.

Hardwoods include such broadleaf trees as oaks, hickories, ashes, maples, elms, poplars, walnuts, and beeches. The leaves of these trees change color in the fall and drop to the ground.

Here and there throughout the state, there were also a few kinds of softwood trees, such as cedar throughout, white pine in the north, and cypress and short-leaf pine in the south. *Softwoods* are mostly needle-leaf trees whose leaves remain green all year round.

The early settlers cut down many of the trees, to clear the land for farming and to build cabins and fences. Before the settlers came, about 40 per cent of the land was forested. Today, only about 10 per cent is left in forests.

Over 90 per cent of the wooded areas in Illinois is privately owned, chiefly by farmers in small woodlots. Publicly owned forests include the forest preserves in nine counties, four state forests, the state parks, and Shawnee National Forest.

FOREST CONSERVATION

Beginning in 1933, the federal government bought pieces of cutover, eroded land in a number of the southern counties and turned them into Shawnee National Forest. As funds are made available, some of the hills there are being reforested. The forest cover helps hold soil and water on the land and thus reduces floods.

Both Shawnee National Forest and the state forests demonstrate how trees can be profitably grown on lands better suited to forests than to crops or pasture. In properly managed forests, crooked or worthless trees are weeded out. At the right time, salable trees are cut and marketed. Care is taken to replace these trees so that the forests continuously produce a crop.

To increase the woodland in our state, the Division of Forestry in the State Department of Conservation distributes at cost millions of seedling trees each year. Division foresters show farmers how best to grow trees as a marketable crop. The Division co-operates with the Forest Service and the Extension Service of the U.S. Department of Agriculture.

For a number of reasons, forests are growing faster in Illinois than they are being cut. But it is estimated that two million more acres need to be reforested. In addition, many acres of commercially useless trees should be replaced by trees more in



City dwellers in northern Illinois can find rest and relaxation in the cool green shade of White Pines Forest.

demand. And owners of woodland need to fence livestock out. Otherwise the animals eat the young trees.

HOW WE USE OUR FORESTS

At present, Illinois forests provide a little more than a tenth of the hardwood used in the state, and practically none of the softwood. Many of the trees are used as fence posts or firewood right on the farms where they are grown. Sawmills, scattered here and there across the state, convert logs into lumber, railroad ties, and coal mine timbers. Many logs are used in the making of barrels, crates, and other kinds of wooden containers. A small amount of high-quality wood is turned into furniture or flooring.

As the population of the United States increases, so does the need for wood. Likewise, as people crowd into cities and suburbs, the need for outdoor recreation expands. In Illinois, the county forest pre-

serves, the state parks, and Shawnee National Forest help meet this need. (The map on page 163 shows the forest preserves of Cook County.) In most of these areas, campers and picnickers are welcome. In Shawnee National Forest, hunting and fishing are permitted if you have the necessary state licenses.

Checking up

1. Where was the "Prairie State" forested? What types of trees were found?
2. What are the uses of Illinois forests and forest products today?
3. Why are such projects as Shawnee National Forest of value to the state?

3

Fish and wildlife in Illinois

When Indians were the only fishermen and hunters in Illinois, herds of buffalo ranged over the prairies. Deer, wild turkeys, bears, and wolves roamed the woods. Beavers, muskrats, and otters splashed in the streams. Rivers and lakes teemed with fish. Every spring and fall, millions of migrating geese, ducks, and other birds flew overhead.

With the coming of white hunters and fishermen, much of the wildlife and some of the fish disappeared. Cutting down the forests destroyed the natural habitat of many animals. Excessive hunting killed off others. As cities and factories rose along the rivers, sewage and industrial wastes poisoned many fish. Some species of birds, like the passenger pigeon, became extinct in Illinois. Others, like the prairie chicken, are apparently on the road to extinction in our state.

Fortunately, steps have been taken in time to protect, restore, or even increase many of the state's resources in fish and wildlife. Conservation-minded citizens in Illinois work with conservationists in other parts of the United States and Canada to develop such resources. A number of the most fervent conservationists are hunters and fishermen, who want to maintain supplies of game and fish for the future.

THE FISHERIES

Commercial fisheries. Illinois's commercial fisheries operate mainly on the Mississippi and Illinois Rivers, catching catfish, carp, bullheads, and other river fish. The annual catch may total 6 million pounds, with a value of \$600,000. Channel catfish brings the highest prices. Chicago, St. Louis, and New York City buy most of Illinois's commercial catch; but nearly every river town has a fish market to supply the local trade.

Our fisheries on Lake Michigan catch yellow perch, chubs, smelts, and herring. Before World War II, Lake Michigan produced large numbers of lake trout; but progress in transportation caused their destruction. Here is how it happened. The locks that make it possible for ocean-going vessels to travel into the Great Lakes also made it possible for eel-like fish, called *sea lampreys*, to enter the lakes. Lampreys are killers that feed on other fish, and they loved lake trout. Within a few years, they had destroyed most of the trout in Lake Michigan. For a time it looked as if the once-profitable lake trout fishery was permanently ruined. Now, however, adult lampreys are electrocuted by electrified wire fences across streams, and young lampreys are poisoned in the streams where they are born. Lake trout are being "planted" to restock the lake. Perhaps this branch of commercial fishing will once again be prosperous.

Sport fishing. Nowadays, people in Illinois go fishing for fun, rather than to make a living. Sport fishermen purchase about 700,000 fishing licenses each year. The federal tax which they pay on fishing tackle is turned back to the state. Much of this money is used by the Division of Fisheries of the State Department of Conservation to create man-made lakes well-stocked with fish.

These artificial lakes, together with the 352 natural lakes in Illinois plus thousands of farm ponds, provide some of the best sport fishing. There is good fishing, too, on 7,000 miles of rivers and streams. The trained men of the Division of Fisheries maintain and improve the fishing resources of the state.

WILDLIFE RESOURCES

Commercial fur trapping and hunting are still carried on in Illinois. Some 7,000 trappers buy licenses each year. The muskrat, mink, raccoon, and other furs they sell bring them in about \$900,000 a year. In the southern part of the state, fox, skunk, and opossum are also hunted.

Our wildlife resources are of far greater value as recreation for thousands of hunters and nature-lovers. Some types of game have survived the drastic changes in environment that have occurred since Illinois was settled. Rabbits and squirrels are abundant. Pheasants, imported from abroad, now thrive in the Corn Belt. Quail have become numerous in the southern part of the state. The Department of Conservation is trying to restore wild turkeys and ruffed grouse to some of their old haunts in southern Illinois.

Years of careful effort have been needed to restore white-tailed deer to our forests. The U.S. Forest Service and the Illinois Department of Conservation imported deer from other states and set them free in Shawnee National Forest and other areas.



Fishing in Illinois's well-stocked lakes and rivers is a favorite sport for young and old.

The number of deer gradually increased enough so that by 1957 the first deer-hunting season in the 20th century was permitted. More than 2,000 deer were bagged. In the 1961 hunting season, that number was doubled.

The migrating ducks and geese that fly over our state or that winter here draw hunters from many parts of the United States. Waterfowl hunters purchase a large share of the 500,000 hunting licenses sold each year in our state; and it is estimated that these hunters spend more than a million dollars a year in southern Illinois alone. In the fall, hunters hide in duck blinds for many miles along the Mississippi and Illinois Rivers. Three of the flyways for migrating birds converge where the Mississippi and the Ohio meet. There, at nearby Horseshoe Lake, some 200,000 Canada geese and many ducks spend the winter.

The Division of Game Management of the Conservation Department has charge of the wildlife refuges along the rivers. The Division of Game Propagation helps restock Illinois with pheasants, quail, and various kinds of ducks.

The flyways that bring so many waterfowl to Illinois also bring swarms of other



"The life you save may be your own" when you learn how to handle a gun properly before you go out hunting.

birds. Illinois in fall and spring is a bird-watcher's paradise. More than half of the species of land birds of the eastern United States can be spotted by a careful watcher.

CO-OPERATION IN CONSERVATION

The Department of Conservation and the Natural History Survey of the Department of Registration and Education work together to protect, study, and improve the fish and wildlife resources of Illinois. By means of experiments, the Natural History Survey is constantly adding to our knowledge both of fish and of wildlife. Its biologists know how interdependent plants and animals are, and how a change in one part of the environment or habitat can often upset the whole balance established by nature. The draining of swamps, for example, which has gone on in many parts of the United States, tends to reduce the number of waterfowl. And we have already learned how the sea lampreys upset the balance of nature in the Great Lakes.

The Division of Law Enforcement of the Department of Conservation acts to protect people, fish, and wildlife. By teaching gun safety, the Division has helped cut down the number of hunting accidents. It

collects information on the effects of pollution on fisheries. Its officers enforce the laws and co-operate with other state agencies.

Together, the Department of Conservation and the Department of Registration and Education try to teach the people of Illinois why we should, and how we can, protect our renewable resources.

Checking up

1. Where are fish caught for commercial purposes in Illinois?
2. What kinds of furs does Illinois produce?
3. Be prepared to describe several ways in which wildlife and fish are conserved in our state. By whom? Why?

4

The minerals of Illinois

Illinois has for many years been one of the leading states in mineral production. This production is worth more than 600 million dollars a year.

MINERAL FUELS

Petroleum and soft coal are the two most valuable minerals produced in Illinois. Most of our cars, trucks, tractors, barge tows, and airplanes are powered by such petroleum products as diesel oil, gasoline, and kerosene. Most of the electricity in Illinois is generated in steam plants that use coal for fuel. Coal and petroleum are also used in many other kinds of manufacturing plants.

Coal is more widely distributed throughout the state than oil. It is estimated that our coal reserves will last for more than 1,000 years if used at the present rate. Coal mines and oil wells are particularly numerous in parts of southern Illinois. Natural gas,

another fuel, is sometimes found in connection with the oil fields, but not in great quantity.

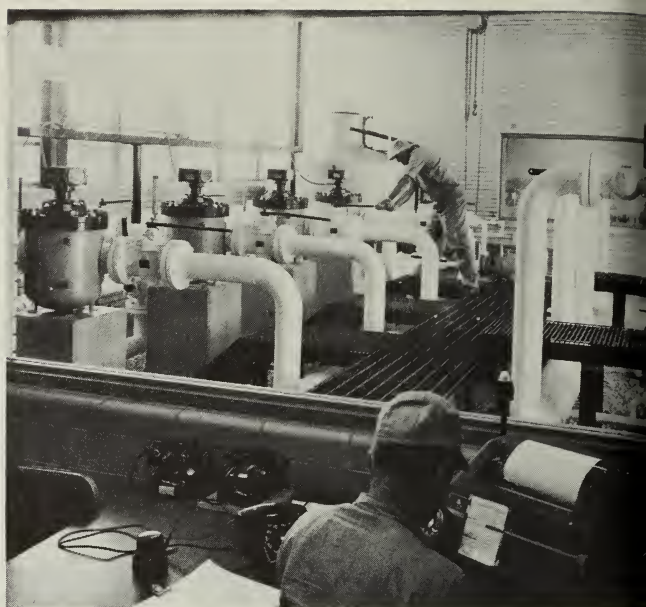
Petroleum. At present, petroleum in Illinois is more valuable than coal. A process called "waterflooding" has made it possible to recover oil that could not be obtained by ordinary pumping. In this process, water is forced under pressure into oil-bearing rock; the pressure of the water flushes the oil toward wells that are already producing. To conserve the supply of petroleum, the Division of Oil and Gas in the State Department of Mines and Minerals enforces regulations that control waterflooding. The Division also works to protect other resources, such as soil and water, from contamination by oil wells. This is important because so many of the oil wells in Illinois are developed on farmland.

To strike oil, wells in Illinois may be drilled to depths varying from 350 to 4,000 feet. In 1960, more than 1,900 new wells were drilled, and about 40 per cent of these struck oil. In that same year, there were more than 32,000 wells in production.

Once an oil well starts producing, comparatively few people are needed to keep the oil flowing through pipelines to refineries. Most of the work of piping and refining petroleum is done mechanically, by means of dials, push buttons, and levers controlled by a few highly trained operators.

Coal mining. Coal has been mined in Illinois since early in the 19th century. At first, virtually all the coal came from underground mines, some of them 1,000 feet deep. But strip mines, where the coal is mined close to the surface, now produce about 40 per cent of our coal.

Coal mining has become more and more mechanized. In underground mines today, huge "continuous mining machines" dig the solid coal from the seam without drilling or blasting, and conveyor belts carry it out of the mine. In strip mines, giant shovels



In the control room of a petroleum pumping station, one man can regulate the flow through several pipelines.

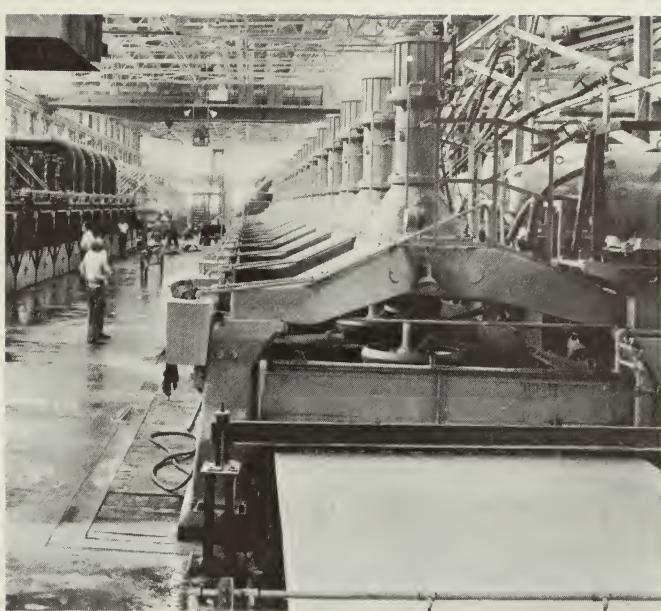
strip off the soil, laying the coal bare so that it can be scooped up—several tons at a time—by other mechanical shovels. Mechanization increases productivity, but it also results in unemployment for many men who used to work in the mines. Southern Illinois has been especially hard hit by unemployment among coal miners.

The problem of the unemployed miners has been a distressing one for years, and there seems to be no simple or easy solution. Some of the miners have found work in manufacturing plants in nearby towns. Southern Illinois University at Carbondale has assumed the leadership in attempts to find new industries for this area. Tourists are being attracted to visit this picturesque neighborhood. The mild climate of the region and its numerous small towns suggest an ideal location for retirement homes.

Another possibility is to stimulate coal mining by finding new uses for Illinois coal. The State Geological Survey has shown by experiments that our coal can be used to make the coke needed for steel production, and could replace the coking coal which at



A state mine inspector checks for dangerous gases before the mechanized coal digger starts work.



At a plant in Ottawa, a continuous sheet of rough glass passes under a series of rotating wheels that grind and polish it.

present is brought to our steel mills from other states.

The safety of Illinois coal miners is the particular concern of the State Department of Mines and Minerals. The Department enforces the many laws and regulations that have improved safety in the mines. Its laboratory technicians make careful analyses of air and dust samples in the mines. In case of accident, mobile units of the Department's rescue stations stand ready to rush to the aid of endangered miners.

LIMESTONE, SAND, GRAVEL, AND CLAY

Illinois is fortunate in having an abundance of these mineral resources, which are well-distributed throughout the state. A major use of these minerals is as raw materials in the building and construction industries. Clay is used to make bricks, building tiles, sewer pipe, and plumbing fixtures. Limestone, sand, and gravel are used to make great quantities of cement and concrete needed for buildings and highways. (*Cement* is a mixture of limestone and other ma-

terials; when cement is mixed with sand, gravel, and water, it forms *concrete*.)

Limestone has various other uses. It is an essential raw material in making iron and steel. Lime from limestone improves the soil on many farms. Dolomite, a special kind of limestone, is made into firebricks for lining steel-mill furnaces.

Certain types of clay are also used to make firebricks. Other kinds are needed for making pottery. One special kind of clay called Fuller's earth, found near Olmsted, in Pulaski County, is used to remove spots and stains. Large quantities of Fuller's earth are used for various purposes by the printing, food, and oil-refining industries.

Different kinds of sand have special uses, too. Silica sands, for example, provide an essential raw material for the glass industry in Illinois. Certain sands are used in grinding, sand-blasting, and polishing. Tripoli is the "white rouge" used to polish lenses. Ganister, a very finely ground silica, helps in the manufacture of various heat-resistant products. Both tripoli and ganister are mined in southern Illinois.

FLUORSPAR, LEAD, AND ZINC

Fluorspar is a versatile mineral, with many uses. It is mined in Hardin and Pope Counties in southeastern Illinois. For a long time Illinois has led the nation in the production of fluorspar. Most fluorspar is used in making chemicals, but the mineral is also essential in producing steel and aluminum. Fluorspar also plays a part in the manufacture of glass, ceramics, aviation gasoline, insecticides, antiseptics, and even atomic bombs.

Lead and zinc were among the earliest minerals mined in Illinois. You may remember that in 1823 there was a rush to the lead mines in what is now Jo Daviess County. The town of Galena received its name from a Latin word meaning "lead ore." Lead and zinc are also found along with fluorspar in the mines in Hardin and Pope Counties. These metals have many varied uses. A thin coating of zinc on steel cans and buckets will keep them from rusting. Lead is used in the manufacture of storage batteries, bullets, and type metal. In ancient days, lead was so important for making water pipes that the Latin word for lead still lives in our language in the words "plumbing" and "plumber." Today, lead has a brand-new use, in making thick shields to protect workers in atomic-energy plants from the deadly radiation of radioactive materials.

THE STATE GEOLOGICAL SURVEY

The State Geological Survey is the main source of information about the minerals of Illinois. The Geological Survey maps these underground resources and makes available all sorts of technical data about them. It also conducts an Educational Extension program intended to give the general public some understanding of Illinois minerals, by means of field trips in different parts of the state. Sets of representative rocks and minerals of Illinois are distributed free to schools asking for them.

Checking up

1. What two mineral fuels are important in Illinois?
2. Why is there an unemployment problem in mining areas in Illinois? How is it being worked on?
3. Name other minerals found in the state and tell how each is used.
4. Are any mineral resources found near your community? Are they used in your community or sent elsewhere?

5

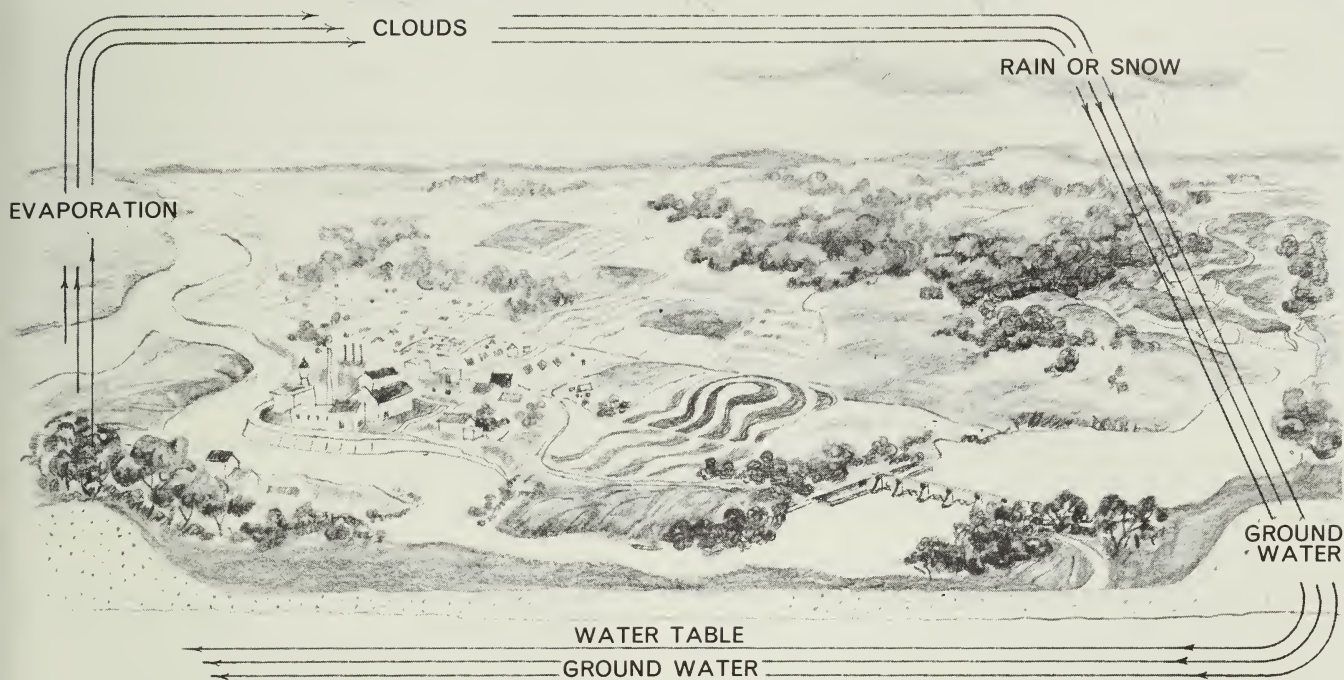
Our water and air resources

Water is a natural resource needed in the utilization of almost all other natural resources. The dependence of crops and livestock on water is obvious. So is the relationship between forests, wildlife, fish, and water. Human beings, too, depend on water—for life itself, and to keep us healthy and comfortable. Think of the ways we use water every day—for drinking, cooking, bathing, for washing clothes and dishes, and for sewage disposal. Certain types of air conditioners also use a great deal of water.

Our lakes and rivers serve as important transportation routes and are also widely used for fishing, boating, and swimming.

Water plays an important part in our manufacturing and other industries. Steel mills, plants that generate electricity, and food-processing plants use vast amounts of water. The coal industry uses water to wash away coal dust, and the oil industry uses waterflooding to make more oil accessible.

Larger population and more industry demand more water. We need to look ahead, to find out whether our water supply is really inexhaustible.



SURFACE WATER AND GROUND WATER

As a rule, Illinois benefits from plenty of precipitation, the source of all water. Much of the rain and melted snow runs off into our lakes and rivers and becomes *surface water*. A large part is “lost” to our use because it returns to the atmosphere through evaporation from land and water surfaces and through transpiration by plants.

The rest of the precipitation percolates through the soil and becomes *ground water*. In Illinois, some of the ground water is near the surface and can be reached by shallow wells. But much of it is far underground and can be reached only by deep wells.

Surface water. Most of the water used in Illinois is surface water. Chicago and other cities along Lake Michigan take more than a billion gallons of water a day from the lake. Cities along rivers are able to use river water for some purposes. In the central and southern parts of the state, reservoirs store up much of the runoff of rainwater and melted snow. These man-made reservoirs—Lake Bloomington, Lake Decatur, Lake Springfield, and Lake Peoria—provide a

The heat of the sun draws water into the air from land and water surfaces. When this warm moist air cools, it forms clouds, which may drop their moisture as rain or snow. Some of this precipitation runs off into lakes or rivers and becomes “surface water.” Much of this evaporates readily and goes back into the “water cycle.” The rest of the precipitation percolates through the soil and becomes “ground water.” What can you see in this picture that shows uses and conservation of water?

water supply for a number of cities. Crab Orchard Lake in southern Illinois is an artificial lake covering almost 7,000 acres.

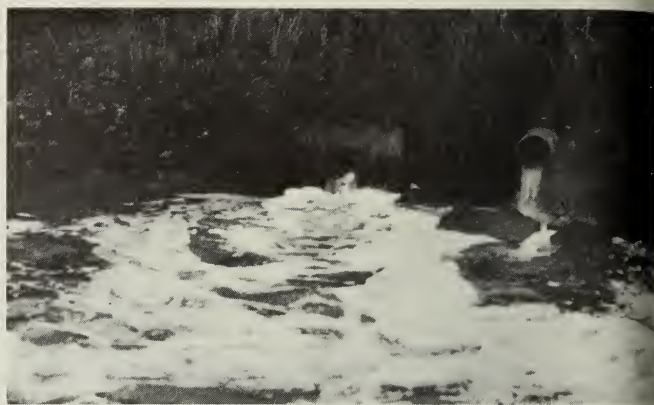
Ground water. In general, the northern part of our state has a larger supply of ground water than the central and southern parts. This ground water is as much as 2,000 feet underground, and it may take as long as 100 years for new water to percolate down that far. Yet it is this ground water that is pumped up in ever-increasing amounts to furnish the water supply for the cities and industries that cannot use surface water. Consequently, the level of this ground water is sinking rapidly. Wells go

dry, and some of the Chicago suburbs have suffered severe water shortages from time to time.

Flood control. There are times, of course, when the problem in Illinois is too much water rather than not enough. Floods occur in many different parts of the state and may cause millions of dollars' worth of damage to homes and factories. The State Board of Economic Development works with the U.S. Army Engineers to control floods by means of levees, floodwalls, and drainage canals. Water-supply reservoirs likewise serve as a means of flood control.

Pollution. Another menacing problem connected with our water supply is pollution, both by sewage and by industrial waste. There was a time when sewage from the Chicago River polluted the waters of Lake Michigan; as a result, hundreds of people died of typhoid fever. In 1900 the Chicago River was made to flow backwards *away* from the lake, through a canal into the Des Plaines River (as part of the waterway connecting the Great Lakes with the Mississippi River). Sewage-treatment plants in Chicago have reduced the pollution danger from the Chicago River, but sewage and industrial wastes still pollute many rivers.

The problem of pollution requires the joint efforts of various agencies. The U.S. Public Health Service has been conducting a study of pollution in Lake Michigan and the Illinois Waterway. Illinois is likewise involved in the work of the Ohio River Valley Water Sanitation Commission, which is trying to reduce pollution of all kinds along the Ohio River. The Sanitary Water Board of the Illinois Department of Public Health is ordered to "control, prevent, and abate pollution of the streams, lakes, ponds, and other surface and underground waters in the state." Water specialists agree that the best and cheapest method for handling pollution is to keep it from entering the water supply.



One of the new problems of water pollution is the long-lasting suds created by detergents used in homes and industrial plants.

PLANNING FOR THE FUTURE

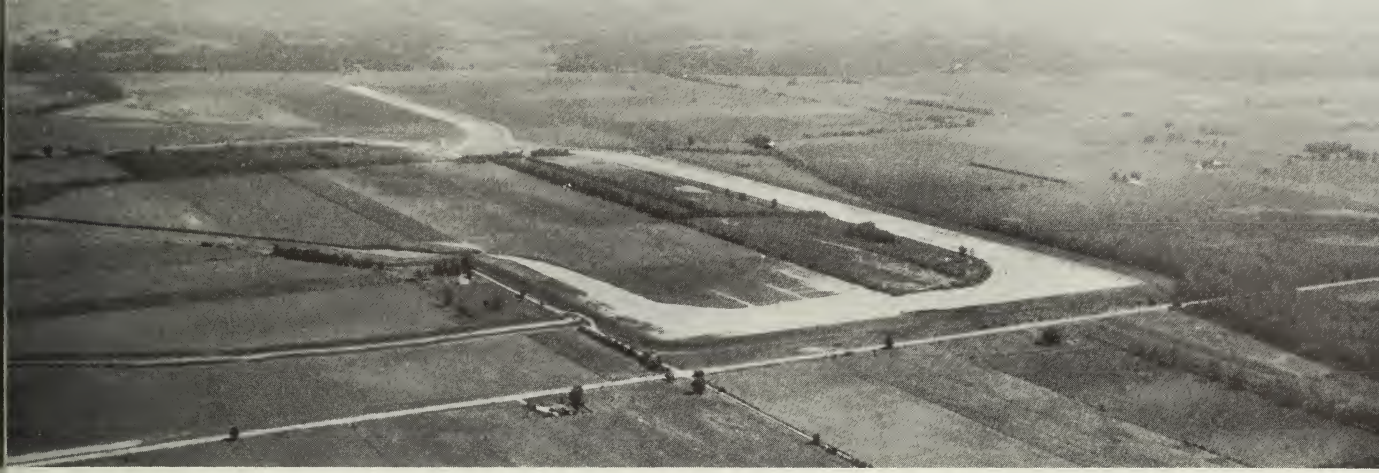
The State Water Survey and the Geological Survey work together to determine and report on the state's water resources and their use. They have recommended several conservation methods that would avoid unnecessary depletion of our water supply.

One possibility would be to make more use of the shallow ground water, which is renewed more quickly from runoff precipitation. Farmers and some municipal water supplies get their water from shallow wells; some industries might meet their needs from shallow wells instead of deep wells.

More efficient control of runoff water would add to our future supply. Excess rainwater can be caught and stored in pools or reservoirs. This makes it available for use by cities and industries, and also lets it percolate slowly into the ground instead of doing damage by rapid runoff.

Both communities and industries could do much to conserve water if they would prevent careless waste. Many homes and factories waste more water than they use.

Water use must be planned carefully so that there will be enough for all needs. This is not easy, because water use in Illinois cannot be settled fairly by one city, one area, or even one state. It is an interlocking problem that affects a great part of our



As part of a flood-control project to protect farmland in the Sny Basin, near Quincy, the U.S. Army Engineers built this retarding reservoir. When the hill creeks flood, the reservoir fills with water, which then drains out gradually through a controlled outlet.

country. The question of diversion of water from Lake Michigan is an example of this.

The Great Lakes diversion controversy. Chicago and many other cities get their water supply from Lake Michigan. In addition, water diverted from the lake via the Chicago River goes into the Illinois Waterway. This water improves navigation and is also used by industrial plants along the Waterway. Chicago and cities along the Waterway would like to get more water for their growing needs; but this has been limited by the national government. It is claimed that if too much water were diverted from Lake Michigan, it might lower the level of all the Great Lakes eventually. This could cause hardship to other cities and industries. For every inch that the level is lowered, the Great Lakes freighters might lose 100 tons of payload. If the level was lowered too much, harbors might become unusable; so the other Great Lakes states—Minnesota, Wisconsin, Michigan, Ohio, Pennsylvania, and New York—are opposed to any additional diversion for Chicago and the Illinois Waterway. Even Canada has an interest in what happens here, because the Great Lakes supply water for her hydroelectric plants and the St. Lawrence Seaway. The United States Congress and the Supreme Court are studying this diversion problem.

OUR AIR RESOURCES

Like water, air is a resource that we take for granted until something happens to spoil our supply. Unpolluted air is a valuable resource, vital to all plant, animal, and human life. Good fresh air is one reason why city dwellers like to go out to the country, the parks, and the forest preserves for recreation in their leisure time.

But air pollution is a problem that grows as our cities and industrial areas expand. Exhaust fumes from cars, trucks, and buses pollute the air. Factory chimneys may pour out clouds of soot and smoke. Dust and silt and other particles of foreign matter fill the air. Air pollution has become so troublesome that in 1961 the General Assembly made it possible for Illinois counties and municipalities to pass laws preventing or reducing air pollution.

Some steps have already been taken in this direction. Heating by means of oil, gas, or hard coal, instead of soft coal, is one way of cutting down on the smoke nuisance. Factory chimneys may be equipped with special devices to remove ash and soot; or they may be made taller, so that soot and fumes can be dissipated in the upper air. In 1961, automobile manufacturers agreed that, beginning with the 1963 models, they would equip cars and light trucks with a de-

vice that reduces the amount of gases escaping from the crankcase. All these improvements are part of the constant battle in our urban areas to keep the air as clean and healthful as possible.

Checking up

1. What is ground water? Surface water?
2. What are the chief water problems in our state?
3. Why is it necessary to make plans for water use in the future?
4. Why has air pollution become a problem in a modern industrial state?

SEEING CHAPTER 7 AS A WHOLE

A chapter check-up

1. Explain the meaning of *specialization*, *cash crop*, *mechanization*, *co-operatives*, and *lake diversion*.

2. Use the *Atlas of Illinois Resources* and/or the *Blue Book* to find additional helps for making a map of one of these: Water resources of Illinois — Mineral wealth of the state — Forests, fish, and furs — Agricultural output of our state.

3. Prepare an outline and give a report, explaining how both individual initiative and government are concerned with one of the following: Conservation of our natural resources — Problems of pollution and how they affect industry and people — A modern farmer's problems — Problems related to the production of minerals — Recreation as it relates to the topics in this chapter.

Our Illinois heritage

Bad roads were a problem to Illinois farmers until well into the 20th century. Winter travel was dangerous for both man and beast because of deep frozen ruts, and snow and sleet followed by sudden thaws. Spring brought rain and mud so deep that wagon wheels might sink in up to the axle. When summer came, deep ruts were baked hard as concrete or they crumbled into thick layers of dust that flew up in great clouds whenever a horse-drawn vehicle passed by.

This problem was not confined to Illinois. So Americans learned to get where they needed to go in spite of hardships, and to take those hardships with a grin. An old joke that had come westward from the earliest settlements west of the Alleghanies seemed to fit Illinois.

A rider from the East came to such a bad place in the road that he pulled up and dismounted to study the situation. He was amazed to see a fine beaver hat floating on top of the mud. He reached out to rescue it, but a voice boomed, "Hey, let go of my hat!" The Easterner was startled. The voice came from that mud-hole! "My good man," cried the Easterner, "did you fall into that bog? Can I help you?" "Oh, no, thank you kindly," came the calm reply. "I'm on my good horse, and we'll make it. He's pulled me out of worse mudholes than this in his time."

How did such roads hinder industrial progress? From early days, Congress had recognized this problem. It financed the Cumberland Road and the Wilderness Road (see map on page 25), which were a help to several states west of the Appalachians. But believers in "states' rights" were opposed to national road building, and it soon dwindled. The states did what they could to improve their own roads, but it was not until after the invention of the automobile that a good system of state and national highways was developed.

On pages 184-185, events from 1913 to the present day show high points in Illinois's road-building program. The graph on page 102 shows the large share of state money that is used to build and maintain our highways.

Did you know?

Did you know that the first automobile race in Illinois took place on Thanksgiving Day in 1895? It was won by Frank Duryea, the inventor, who covered the distance from Jackson Park in Chicago to Evanston and back (54 miles) at an average speed of about five miles per hour.

Expanding your interests

If your class has the Transportation section of the *Atlas of Illinois Resources*, study the three maps on page 21 that show the local road patterns in Champaign, Jo Daviess, and Jefferson Counties. Why did these road patterns develop as they did? What kind of road pattern does your county have?



“Stands thy great
commercial tree”



The Merchandise Mart is a striking symbol of Chicago's key position as the trading center of our nation. The Mart is the largest commercial building in the world. More than 20,000 persons work here regularly, and as many more visit the Mart daily to do business.

Stands thy great commercial tree

People in Illinois earn a living in many different ways. Some workers produce goods, some supply services, some do both. The "great commercial tree" of Illinois owes its greatness to the variety of goods and services supplied.

Farmers, miners, factory workers, commercial fishermen, and trappers produce goods. Men and women who earn a living by buying and selling goods are part of the service industry called trade or commerce. Transportation and communication are two other service industries. Personal and professional services, business, financial and government services are other ways in which people in Illinois make a living.

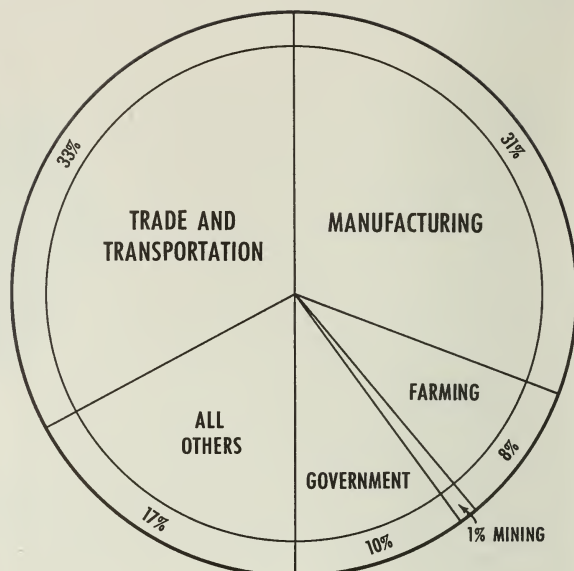
Out of a total of some 3,600,000 people at work in Illinois, about 40 per cent produce goods, while the others work in the service industries.

READ TO FIND OUT

- 1 What factors have made Illinois a great industrial state?
- 2 What are Illinois's advantages for distribution of goods?
- 3 How do transportation and communication promote Illinois's growth?
- 4 What new directions of growth are opening up in Illinois?

WORD LIST

<i>automation</i>	<i>durable goods</i>
<i>Chicago Metropolitan Area</i>	<i>mass distribution</i>
<i>consumer goods</i>	<i>producer goods</i>
	<i>service industries</i>
	<i>standard of living</i>



EMPLOYMENT IN ILLINOIS

OFFC

1

Manufacturing in Illinois

Illinois is one of our country's leading states in manufacturing. In a recent year, the value of goods produced by manufacturing in Illinois was more than 11 billion dollars. About a third of the people of Illinois are employed in manufacturing.

HOW MANUFACTURING DEVELOPS

A great manufacturing region requires a combination of many different factors—raw materials, power, water, money, and a large population to provide both producers and consumers. Illinois is well supplied with all of these, and has the additional advantage of being situated in the heartland of our continent.

Raw materials. From the beginning, our state's manufacturing has been closely tied to our agriculture. Processing of farm products adds to their value and usually reduces

their bulk for shipment. For example, a corn-fed hog is worth more than the price of the corn he ate; and a hog turned into ham, bacon, pork chops, and other products is worth more than a live hog. So it is not surprising that two of the first major kinds of manufacturing that developed in Illinois were meat-packing plants and shoe factories that used the hides from those plants. Another early industry was the manufacture of farm machinery to increase agricultural production. Since that time, industrial use of farm products has expanded amazingly; and the productivity of Illinois farms contributes mightily to our state's manufacturing growth.

Illinois's mineral resources also furnish raw materials for manufacture. Products of our mines and quarries are converted into materials needed by the construction industry. By-products of coal and petroleum form the basis for numerous manufactures.

The growth of manufacturing in Illinois might have been limited if we had needed to depend only on raw materials found within our state. But Illinois's location at the center of a transcontinental transportation system makes it possible for materials to be brought in from near and far. Road, pipeline, and railroad networks bring materials from many parts of North America to our factories, mills, and refineries. Waterways and airways bring materials from even farther away.

Illinois is located within the manufacturing belt that covers much of northeastern United States and parts of southeastern Canada. Products coming to this belt from the northwest, south, and southwest often funnel through Illinois, where many of them are turned into parts or finished goods used in factories farther east.

Power and water. Tremendous amounts of electric power are needed for manufacturing. Illinois has more than 40 plants where coal mined in our state is the fuel by

which electricity is generated. These plants furnish electricity to homes and farms, as well as to factories.

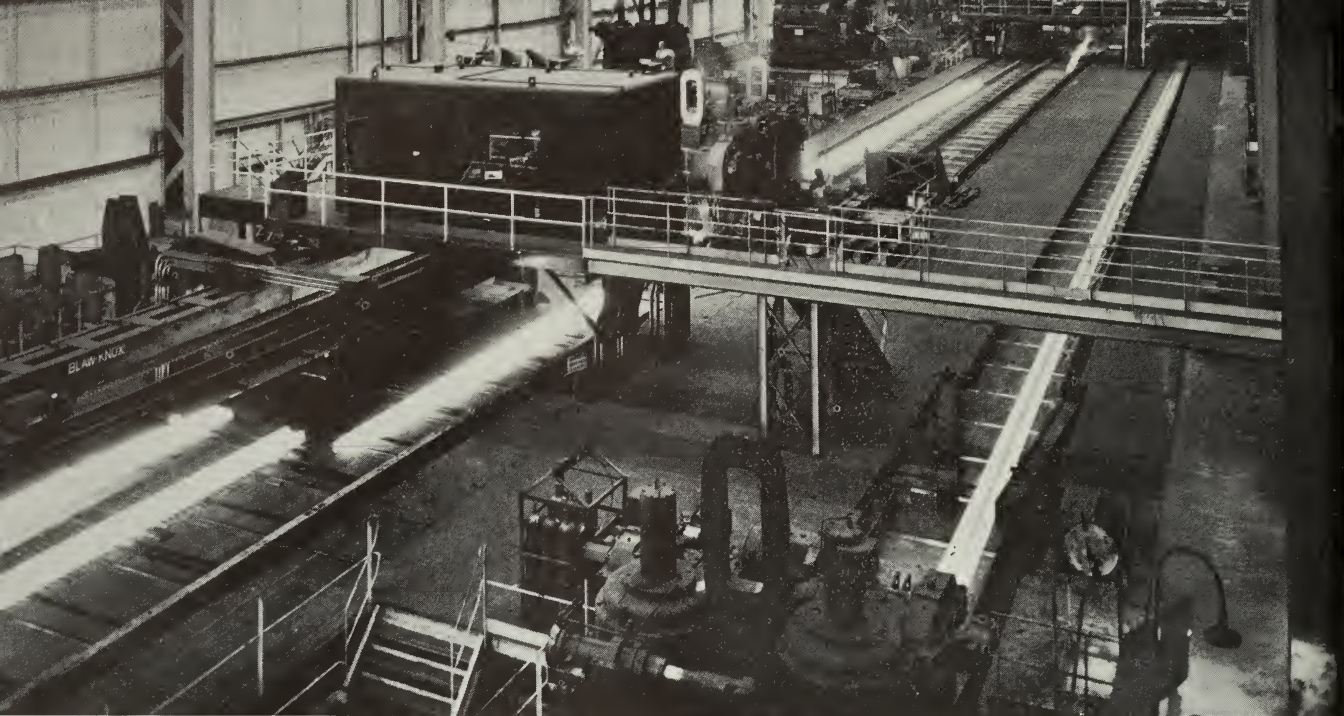
As we learned in Chapter 7, Illinois has an abundant supply of water for both industrial and domestic needs, if we use it wisely.

Money. It takes millions of dollars to build factories, buy machines and raw materials, pay for power, fuel, and transportation, and hire workers. Much of this money is obtained by borrowing from banks and by selling stock to investors. Since Chicago is one of the great financial centers of our country, Illinois manufacturers have ready access to the money that is needed to keep the wheels of industry turning.

Producers and consumers. Illinois is fortunate in having a well-educated, hard-working pool of men and women who are highly skilled in a variety of ways. Indirectly, mechanized agriculture has helped to provide many of these workers. As we learned in Chapter 7, farm machinery enables farmers to produce larger crops with less labor. As a result, thousands of young men and women have left the farms and have gone to the cities to work. This source of workers is fortunate for Illinois; in many parts of the world the growth of manufacturing is limited because so many people have to work on the land to provide food for the city population.

As consumers, the 10 million people of Illinois provide a great market for goods that are manufactured in our state. And the thickly populated area of the northeastern manufacturing belt of the United States opens up other large markets for Illinois manufactures.

We have surveyed briefly the factors that help to explain why manufacturing has become such an important part of life in our state. Now let's look at them in action in one type of manufacturing in one city—steel making in Chicago.



CHICAGO AND STEEL

The iron ore needed by Chicago's steel mills arrives mostly by boat from ports on Lake Superior. In addition, the Chicago area supplies a great deal of scrap iron and scrap steel from discarded machinery. Most of the limestone needed by the blast furnaces and steel mills comes by ship from Michigan. Coking coal is brought in by freight car, mostly from West Virginia and Kentucky. Coal for use in the power plants that supply electricity to the steel mills comes from Illinois, and so do fluorspar, silica sands, and various building materials. Lake Michigan provides the millions of gallons of water used to cool the steel.

Thus the main materials needed in bulk for steel making in Chicago come from states near Illinois or from within Illinois itself. A number of the metals needed to make special steel alloys have to be brought from farther away, but these are not needed in as great quantities as the iron ore, limestone, and coal.

The steel industry gives employment to thousands of workers—the businessmen who finance the mills; the managers who run them; office workers, machine operators,

Three stages in rolling a steel beam are shown here. The hot steel starts at the left, in the middle begins to look more like a beam, and at right is ready for finishing. Steel beams are an essential material needed by construction industries.

scientists, engineers, plant doctors and nurses, and skilled technicians of many kinds. These human resources are available among the 6 million people who live in the Chicago area.

This same thickly populated industrial area provides a large market for steel products. Much of the steel goes into parts or machines used by other manufacturers right in the Chicago area.

Steel is essential to many other types of manufacturing as well as to construction in the Chicago area. Steel is needed to make diesel locomotives and farm machinery. Steel is needed to build skyscrapers and bridges. Steel is needed to provide miles and miles of metal for tin cans and fence wire. Steel is needed to make endless quantities of tools, large and small. Above all, steel is needed in the Chicago area to make the machines that turn out millions of other kinds of manufactures.

THE CHICAGO MANUFACTURING
REGION

A great many different types of manufacturing are carried on in the city of Chicago. Many of these types of manufacturing have spread into other parts of Cook County, and, to a lesser extent, into other nearby counties. About three-fourths of the goods manufactured in Illinois are manufactured in the *Chicago Metropolitan Area*. This includes the six counties of Cook, Lake, McHenry, Kane, Du Page, and Will.

The table on this page shows some of the large classifications of manufacturing in the Chicago Metropolitan Area. Notice that out of the 1 million manufacturing employees in this area, more than half are employed in the manufacture of primary metals, fabricated metals, and machinery.

The term “primary metals” refers to the manufacture of metals such as iron and steel. “Fabricated metals” refers to the manufacture of such things as metal knives and forks, hardware, hand tools, wire, tin cans, lighting fixtures, and so on. Other types of metal products made in the Chicago area are electrical appliances and instruments such as clocks, watches, medical and scientific instruments, and photographic equipment. Fabricated metals, electrical appliances, and certain kinds of instruments are called *consumer goods*, because they are sold to the individuals who will make direct use of them.

Other types of metal products made in the Chicago area are called *producer goods*, because they are sold to manufacturers who use them to produce other goods. More producer goods than consumer goods are made in the Chicago Metropolitan Area, because the other kinds of manufacturing in the region have great need of them. For example, the food-processing industry needs many kinds of machines, such as mechanical churns for making butter and ice cream; dough mixers, ovens, and con-

veyor belts for bakeries; and many kinds of machines for canning factories. The printing industry needs type-setting machines, presses, and bindery equipment. Thus you can see that there is a great deal of interdependence in the Chicago area; growth in one kind of manufacturing stimulates growth in another.

The Chicago area is one of the centers in Illinois for corn processing. Corn is made into a variety of foods—cornmeal, cornflakes, corn syrup, cornstarch, corn chips, salad oil, margarine, and a kind of sugar called dextrose. Corn is also turned into non-edible manufactures such as paper, rayon, fiber board, plastics, chemicals, and glue.

MANUFACTURING IN THE CHICAGO
METROPOLITAN AREA *

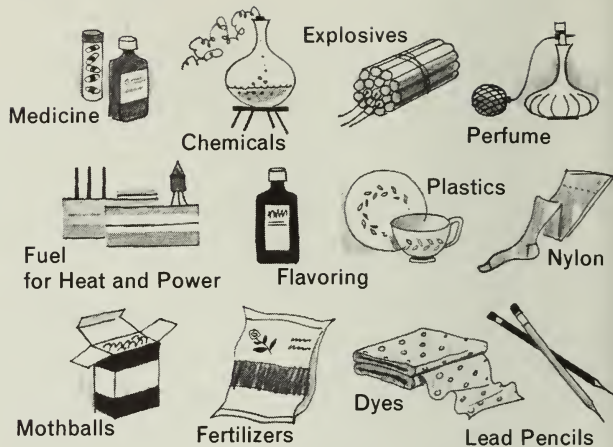
Industry	Number of employees	Per- centage
Foods	94,300	9.4
Textiles	7,100	0.7
Apparel	38,700	3.8
Wood Products	8,500	0.8
Furniture	24,300	2.4
Paper	26,400	2.6
Printing	83,600	8.3
Chemicals	39,700	3.9
Petroleum	15,900	1.6
(Refining)		
Rubber	5,800	0.6
Leather	9,600	1.0
Stone, Clay, Glass	19,600	1.9
Primary Metals	133,900	13.3
Fabricated Metals	102,600	10.2
Machinery	138,500	13.7
(Non-Electrical)		
Machinery	135,100	13.4
(Electrical)		
Transportation	49,800	4.9
(Equipment)		
Instruments	34,700	3.4
Miscellaneous	41,100	4.1
Total	1,009,200	100.0

* By permission of the Chicago Association of Commerce and Industry

Some of the Many Uses of PETROLEUM



and of COAL



Candy making uses large amounts of cornstarch and corn sugar. Chicago is the candy capital of the nation. Many different kinds of candy and candy bars made there are sold all over the United States.

The printing and publishing industries got a good start in Chicago with the printing of mail-order catalogs (when Illinois and other Midwest states were largely rural, and farmers could not easily get to town to do their shopping). The printing of these catalogs is still a valuable part of the business. So are telephone directories. One large company in Chicago prints telephone directories for hundreds of cities in the United States. Some 2,000 printing firms in the Chicago area turn out a great many types of printed material—timetables; railroad, bus, and plane tickets; labels for cans and boxes; newspapers, magazines, and books.

The refining of petroleum is carried on in parts of the Chicago area, and also next door in Lake County, Indiana. An endless flow of petroleum products is needed to power our cars, trucks, tractors, and airplanes.

Petroleum and coal are used to manufacture a fantastic variety of chemical products—artificial rubber, medicines, explosives, and paints, for example. Other petroleum products include paraffin and asphalt, lubri-

cants and anti-freeze. In addition to being fuels, petroleum and coal furnish important raw materials for many kinds of manufacturing. By-products of coal and petroleum provide chemical "building blocks" that form the basis for making hundreds of other products, very different from their original source.

cants and anti-freeze. When coal is turned into coke for the steel mills, the resulting coal tar, ammonia, and other by-products can be used to make dyes, perfumes, flavoring, and plastics. Cosmetic and drug factories in the Chicago area make use of some of these chemical products.

The textile, lumber and wood products, pulp and paper, rubber, leather, and stone, clay, and glass industries do not individually employ a great many people in the Chicago area. But these industries are nevertheless very valuable because their products are needed by other manufacturers.

OTHER MANUFACTURING CENTERS

Many of the manufacturing communities in the Chicago Metropolitan Area are close to Chicago. Others are farther away. Three of the more distant ones are Joliet, Aurora, and Elgin. Elgin makes clocks and watches, Aurora manufactures various kinds of tools and machines, and Joliet makes steel and wallpaper.



Earth-moving equipment, like this tractor-scraper, is one of Illinois's chief exports.

Joliet is on the Illinois Waterway. So are several other busy manufacturing cities. Three of these are Peru, La Salle, and Ottawa. Here in La Salle County special sands are turned into marbles, window glass, safety glass, and various other glass products. Instruments such as clocks are also made in La Salle County.

Farther south along the Waterway are Peoria and Pekin. Peoria is famous for the manufacture of tractors and earth-moving machinery. Much processing of farm products goes on in Peoria, and in Pekin, too.

South of the Waterway after it joins the Mississippi is the St. Louis Metropolitan Area. A number of neighboring Illinois cities and towns, such as Alton, Belleville, East St. Louis, Wood River, and Granite City, produce manufactured goods. Big mills turn out iron and steel and aluminum. Many metal tools and machines are manufactured. Food processing is important, too, as well as glass manufacturing. There are big oil refineries and chemical plants. Coal for factories in the St. Louis manufacturing area comes in from southern Illinois.

Other manufacturing centers lie to the west of the Waterway. In Rockford and Moline-Rock Island, much farm machinery is produced and many other kinds of metal products. Rockford is also known for furniture manufacturing. Kewanee is noted for its boilers.

East of the Waterway, there are such industrial centers as Decatur, well-known for soybean processing as well as for metal products; Springfield, where much food processing and production of machinery go on; Bloomington, noted for making candy, farm machinery, and household appliances; and Kankakee, known for food processing.

Throughout the state, a number of small factories are found in small towns. There are, for example, flour mills and sawmills scattered here and there in southern Illinois.

In southern Illinois, there is also oil refining, and the state's largest steam-electric plant at Joppa on the Ohio. This plant produces electricity for uranium processing across the river in Kentucky.

CHANGES AND PROBLEMS

We have seen that mechanization of agriculture increased farm productivity and released young men and women to find jobs in industry. But what happens when a new kind of mechanization in manufacturing cuts down on the number of workers needed? We live in a world where changes are rapid and sweeping; but such changes cause problems. One of the problems now facing Illinois manufacturing is caused by *automation*.

Automation. Mechanization in factories is nothing new. The Industrial Revolution began when machines were invented to take the place of human muscles. And the American inventions of interchangeable parts and assembly-line techniques led to mass production that turned out manufactured goods in unbelievable quantities. Mass production of consumer goods resulted in lower prices and thus raised the *standard of living* in our country and our state.

Automation, however, is something new. It has been defined as "machines that take the place of the human brain." But it does not necessarily mean huge electronic "thinking machines." Although automation amounts to a new Industrial Revolution, it has come to be an accepted part of our daily lives. Vending machines that dispense several kinds of soft drinks, or notebooks, pencils, and other school supplies; gasoline pumps that register the number of gallons and the price as they fill the tank; washing machines and driers that have a timing mechanism to tell them when to change from washing to rinsing to drying—all these are examples of automation that are familiar to us.

In factories, automation takes the form of "machines that run machines." One man at a control panel of dials and push buttons can handle the operations that run a petroleum refinery. One man can superintend an automated machine that performs as many as 500 separate operations and turns out 100 finished products in an hour. Even the inspection of products moving along an assembly line may be done by electronic devices.

Factory automation is creating difficult problems for the workers replaced by machines. Many automated industries establish training programs to teach workers to operate the new machines or do other jobs. But often the laid-off workers join the ranks of the unemployed and cannot easily find

other work to do. The men who superintend highly automated machines need a great deal of skill and training; and many of the former operators lack the educational background that would enable them to replace their physical skills with technical skills. That is why it is so important that young people who plan to work in manufacturing should get at least a high-school education before looking for a job. As a great educator has said, "In the conditions of modern life, the rule is absolute—the race which does not value trained intelligence is doomed."

Just as the first Industrial Revolution upset the lives of hand craftsmen, so the new Industrial Revolution, during its change-over period, is causing dislocation in the lives of many factory workers. But automation can have good results as well as bad ones. It releases workers for the growing service industries. It creates new jobs in the building and maintenance of the new machines. It increases productivity and will in the long run reduce production costs, thus resulting in lower prices for the consumer.

Decentralization. Another change that has been taking place in Illinois manufacturing is decentralization. The production of certain types of goods used to be concentrated in only a few places or even in just one place. As time has gone by, however, it has become cheaper to manufacture these products in many different places throughout the country. The Chicago area has been affected by this shift in manufacturing.

At one time, Chicago was so predominant in meat packing that it was called "hog butcher for the world." But in recent years this industry has moved away from Chicago to a considerable extent. More and more animals, now, are being slaughtered in the states where they are raised or fattened, and closer to the markets where the meat products will be used. This procedure saves shipping costs, since only about 75 per cent

Population Distribution

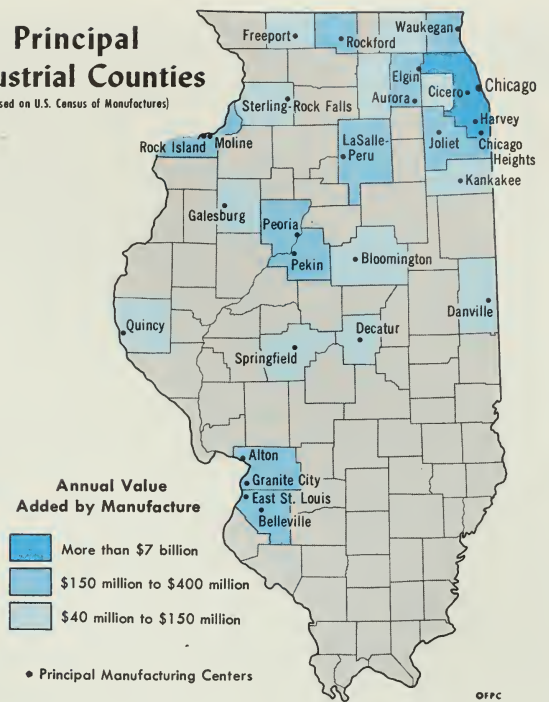
(Based on U.S. Census of Population)



OPFC

Principal Industrial Counties

(Based on U.S. Census of Manufactures)



OPFC

Maps Tell the Story of Illinois

The map of population distribution illustrates clearly what we read on page 120—that few of the people who live in rural Illinois are very far from some urban area.

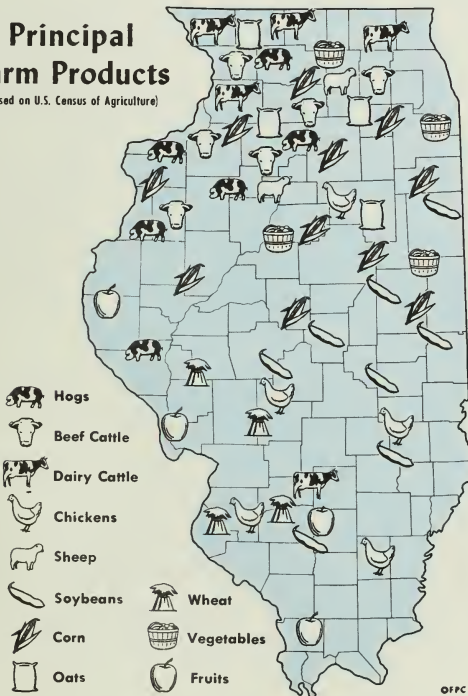
What relationship can you see between the population map and the map of industrial counties? Does the map of inland waterways on page 149 add any

new ideas to your understanding of the principal industrial counties?

You can see that most of Illinois has a long-enough growing season to make agriculture an important industry. Compare the map of growing seasons with the map on page 7. Do rivers seem to have an influence on the length of the growing season?

Principal Farm Products

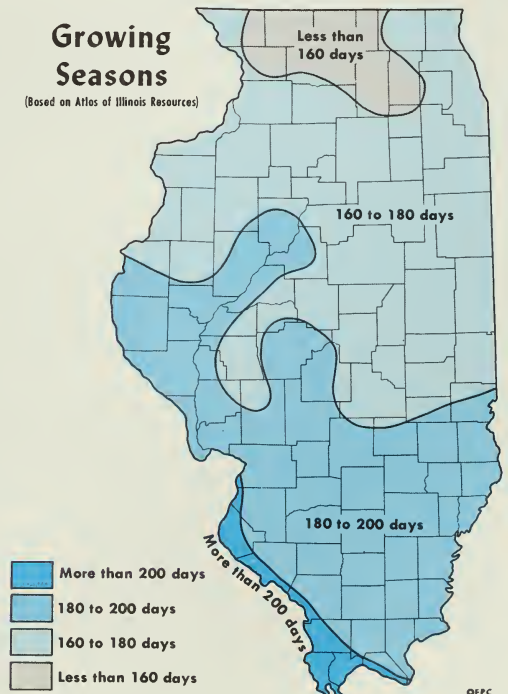
(Based on U.S. Census of Agriculture)



OPFC

Growing Seasons

(Based on Atlas of Illinois Resources)



OPFC

of a hog is pork, and only 50 to 60 per cent of a steer is beef. Meat packing continues in Chicago, but it involves the cutting up of meat and preparation of packaged meat products, rather than the killing and dressing of livestock. Leather manufacturing has declined, too, in Chicago, as the supply of hides from meat packing has decreased.

Another shift in manufacturing, over a long period of time, has reduced the number of workers in the men's clothing industry and the furniture industry in the Chicago area. Once Chicago was a leader in these two kinds of manufacturing. Gradually, the two industries have tended to migrate closer to the supply of textiles and timber in the southern states.

Even the making of farm machinery has declined in the Chicago area, as this industry has decentralized and set up factories in a number of other places. However, a great deal of farm machinery is made in other cities in Illinois.

When railroads were the chief method of transportation in our country, the Chicago area was important in manufacturing Pullman cars and other railroad equipment. But when cars, buses, and airplanes cut into the railroad passenger business, there was a decline in this sort of manufacturing. And the manufacturing of cars, buses, and airplanes developed in other parts of the country.

Business recessions. Illinois manufacturers and factory workers are hard hit in times of depression or recession. This is because Illinois is in the forefront of states manufacturing *durable goods* (so-called because they last longer than goods that are quickly used up, worn out, or thrown away). When times are bad, people hold on to their stoves, washing machines, refrigerators, and other durable goods, instead of buying new ones. Factories stop producing such goods and stop buying new factory machines. As a result, steel orders are canceled. All along the line, workers are laid

off. The first workers to be laid off are usually those who have no special skills or education. A good education is very important in finding and keeping a steady job with good pay.

Thus, in recessions, Illinois industry suffers until business conditions improve all over the country, for the prosperity of our state's factories and factory workers depends on markets in many other states.

Checking up

1. What are the important factors that make Illinois a great industrial state? Why is each important?

2. What raw materials are needed for the production of steel? From what source does Illinois get each of these?

3. Distinguish between primary metals and fabricated metals; between consumer goods and producer goods.

4. Name some kinds of manufacturing, other than metals, that are important in Illinois.

2

Trade in Illinois

Mass production of goods is not, by itself, enough to create a high standard of living. We also need *mass distribution* of goods. Thanks to its fortunate location, Illinois plays an important part in distributing goods near and far, by both wholesale and retail trade.

WHOLESALE AND RETAIL TRADE

Both wholesalers and retailers are needed to facilitate the sale of goods. Wholesale traders buy in large quantities and sell to retailers. Retail merchants, in turn, sell to the general public. Filling stations, drug-stores, supermarkets, and department stores are examples of retail trade. Two recent de-

velopments in retail trade are discount houses and shopping centers. Discount houses specialize in certain merchandise—chiefly consumer durable goods; by high turn-over and other methods, they are able to sell their wares at a discount. Shopping centers with ample parking space have grown up in suburban areas; here a busy housewife can do all her daily shopping and various errands in one stop.

Retail stores and wholesale warehouses tend to be concentrated in and around the cities, where there are large numbers of customers. Since more than half of the 10 million people of Illinois live in the Chicago Metropolitan Area, that region naturally has many wholesalers and retailers.

Supplying food for the 6 million people of the Chicago Metropolitan Area keeps many merchants busy. Products from Illinois farms are bought and sold in many ways. Each year, apple brokers buy up the apple crop in western and southern Illinois. Farmers take their livestock to markets in the larger cities or to some seventy licensed community sales barns throughout the state. Some farmers band together in co-operatives to get better prices for their products. The food wholesalers of Illinois do business with producers and buyers all over the Middle West and other parts of our nation. Fruits and vegetables by the carload come in to the wholesale produce markets in Chicago. Fresh, dried, or frozen foods from many parts of the United States are distributed by the South Water Street market there. Trucks carry the produce to supermarkets, grocery stores, hotels, and restaurants all over the area.

SPECIAL MARKETS IN CHICAGO

At the *Board of Trade*, buyers bid for large quantities of grain grown in many different states. The *Mercantile Exchange* is a meeting ground for wholesale buyers of eggs, butter, and onions.



The Board of Trade Building is topped by a giant statue of Ceres, goddess of grain. This is an appropriate symbol, for the building houses the most famous wheat-trading center in the world. Crops of corn, oats, soybeans, and cotton are also bought and sold at the Board of Trade.

The *Merchandise Mart* is a huge building where buyers from retail stores all over the United States can look at samples and place their orders for household goods, clothing, and other merchandise. Twice a year, similar buyers flock to the *Furniture Mart* to see and order new lines of furniture.

Every year Chicago has big food shows, home appliance shows, and other exhibitions that draw buyers from all over the country.

STATE REGULATORY AGENCIES

The state government of Illinois protects and encourages trade in various ways. The Markets Division of the State Department of Agriculture co-operates with the federal government in the inspection of fresh eggs and fruits at the places where they are shipped, and takes part in the grading of eggs, poultry, and dairy products. The Grain Inspection Division of the State Department of Agriculture inspects and grades grain at the two important grain markets of Chicago and East St. Louis.

TRADE WITH OTHER STATES AND OTHER COUNTRIES

From what you have learned about Illinois's resources and manufactures, you know the main products sent out from our state and some of the products that are brought in. Now let's see some of the additional things that Illinois gets from other parts of the world.

Manganese and chrome—two metals needed to make high-grade steel alloys—and most of the nickel and tin used by Illinois manufacturers must be imported from other countries. Quantities of petroleum and natural gas are piped in from states in the Southwest and West, to add to our own supply. Sulphur, which is essential to chemical manufacturing, comes up the Mississippi from Texas and Louisiana. Forest products, including pulp and paper, come from states in the Northwest and the Southeast and also from Canada.

Citrus fruits, tobacco, and potash and phosphate fertilizers come to us from other states. From tropical lands we import coffee, cacao, and much of our sugar.

Besides raw materials, Illinois producers and consumers buy manufactured goods from all over the world. The giant department stores on Chicago's State Street sell goods from many lands—French perfumes, British woolens, Irish linens, German toys,

The maps on the opposite page show how the St. Lawrence Seaway and the Illinois Waterway have made Chicago a world port and the Midwest's most important center for foreign trade. Lake Calumet harbor is the connecting link between Atlantic Ocean shipping and that from the Gulf of Mexico and the Panama Canal.

Swiss chocolates, Danish cheese, Polish hams, Japanese cameras, and Filipino embroidered goods.

Many of the imported manufactured products come from northwestern Europe, a region that is as heavily industrialized as the great manufacturing belt of the northeastern half of the United States (which includes Illinois). Manufactured products from northwestern Europe include machinery, cars, and trucks; glassware and chinaware; furs and leather; chemicals; textiles; steel alloys and iron and steel products.

You may be surprised that so many of these products are the same kinds that are manufactured in Illinois. Foreign manufactured goods may be bought by the people of our state for various reasons—because they are cheaper, in some cases; because they fill a special need; or because they are prestige items. But foreign trade is a two-way street. Certain Illinois products are in great demand abroad, because of their high quality. Construction and mining machinery, for example, are important exports because they represent American ingenuity and technological progress that is hard to find elsewhere.

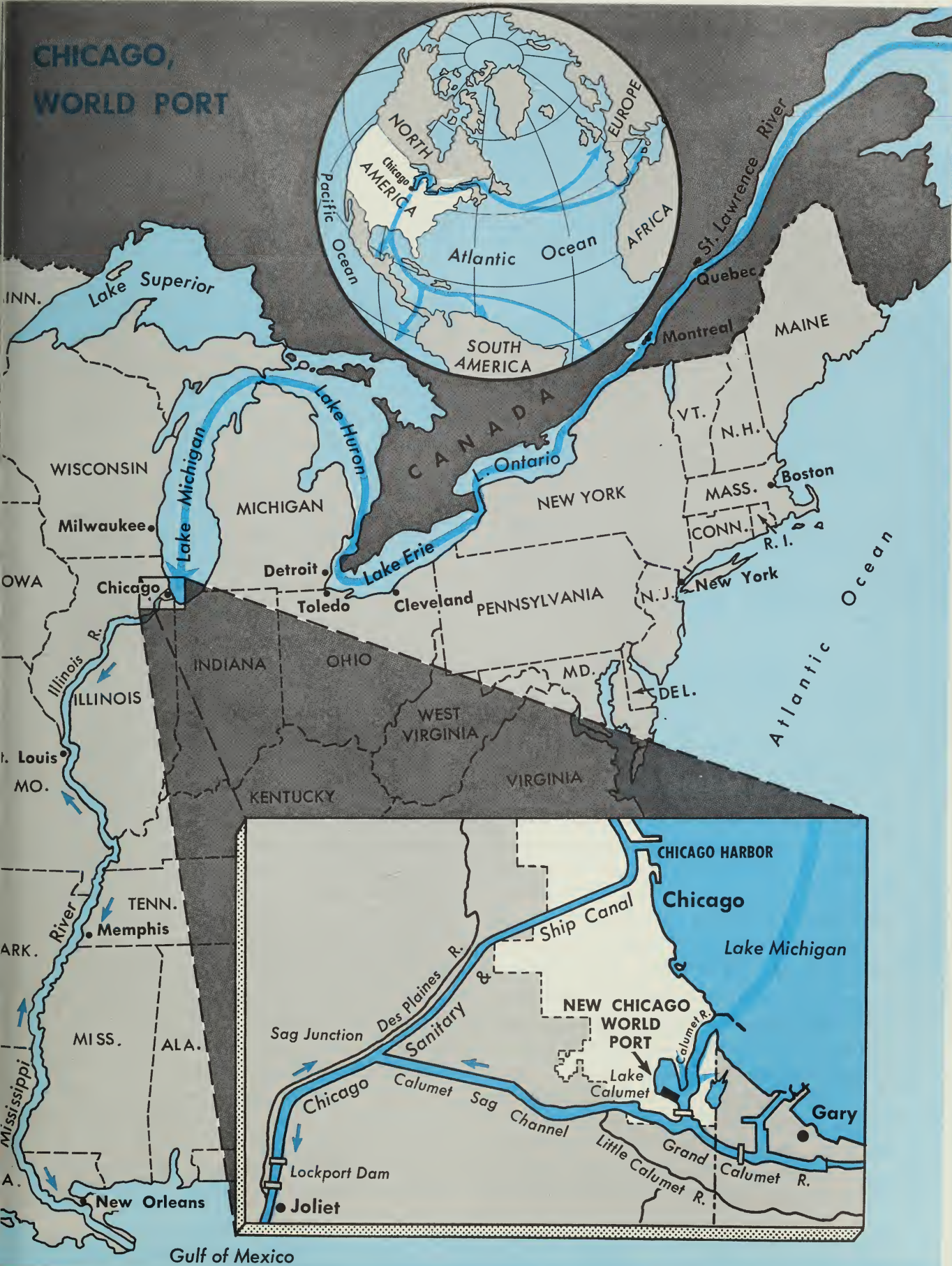
Checking up

1. What are Illinois's advantages for distribution of goods within the state? Within the nation?

2. What special markets aid in this distribution?

3. Why are imports from foreign countries important to Illinois? What do we export to such nations? How does this exchange of goods affect our lives?

CHICAGO, WORLD PORT



Transportation and communication

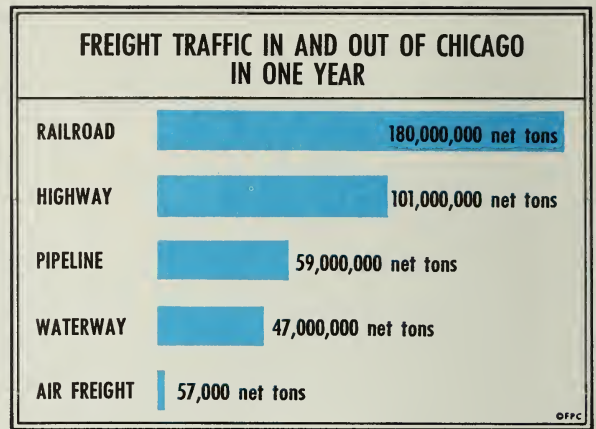
Illinois is crisscrossed by roads, railroads, pipelines, and airways. Most of these lead to and from Chicago. The water routes over the Illinois Waterway and Lake Michigan also converge on Chicago. This Illinois metropolis is one of the great transportation centers of the world.

RAILROADS

East St. Louis and Peoria are also busy rail centers, but Chicago is by far the greatest. The reason for Chicago's growth in rail transportation goes back to the early history of railroad building. The first railroads that came west from the Atlantic seacoast were not intended to cross the continent. They were built to tap the riches of the rapidly developing heartland of America. Since Chicago was already the trade center of the Middle West, the railroads curved around the southern tip of Lake Michigan and made Chicago their terminal point.

After the Civil War, railroad building boomed again, to link the nation together. The lines going west were built by new companies. But to make connections with freight and passenger traffic from the east, they too selected Chicago as their terminal.

Now Chicago is the rail capital of the United States. The graph on this page shows the volume of freight handled in one year. Each day thousands of freight cars are unloaded or transferred by "belt line" from one railroad to another. At Corwith Yard, 11 miles southwest of Chicago's Loop, automated equipment does the paper work for keeping track of shipments and destinations. Other automated equipment sorts the cars out and assembles them into trains by



rolling them gently down the "hump." Corwith is only one of several switching and assembly yards around Chicago.

Passengers by the thousands pour into Chicago every day. In addition to all those who ride main-line railroads, thousands more come in from the suburbs. These suburban railroad lines were a factor when people first began to move out from the cities. The early suburbs grew fastest along the suburban railways. On a map the lines of those suburbs look like fingers sticking out from the palm of a hand.

AUTOMOBILES AND HIGHWAYS

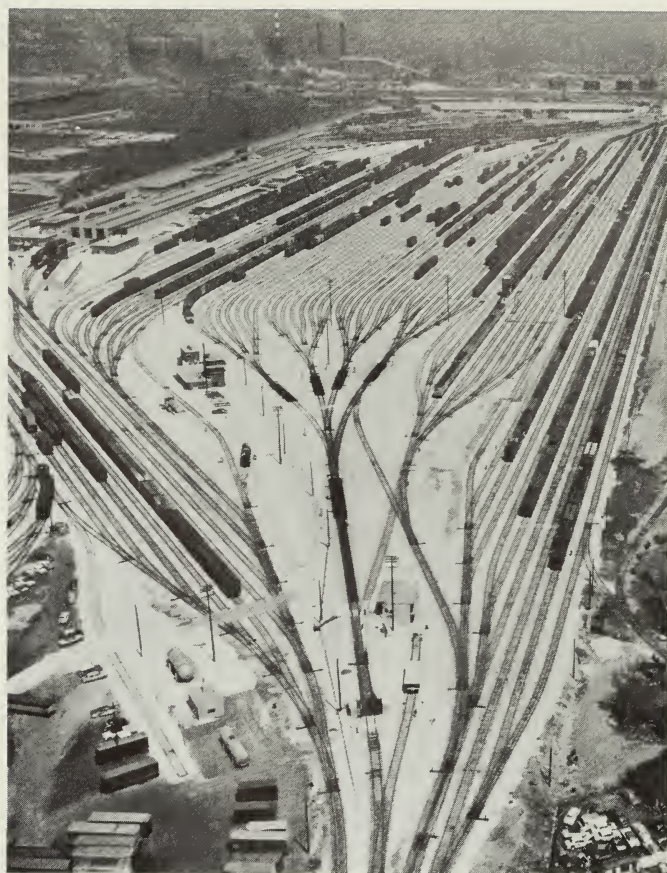
With the development of the automobile and good highways, private transportation changed the pattern of resettlement around Chicago's urban area. Now suburbs could grow up wherever there was room for them. Families could live where they had yards and fresh air and greenery.

The United States has been called a "nation on wheels," and Illinois is rolling right along with the other states. Nearly 5 million licensed drivers operate cars, trucks, and buses in our state. More than 3 million "Land of Lincoln" automobile licenses for private cars are sold annually, and more than half a million trucks and buses are registered.

Of the 12,000 buses, some 6,500 are the familiar yellow school buses. Many of the



In the control tower at Corwith Yard, an operator is assembling cars to make up a freight train. The list revolving on the drum identifies the cars, gives their destination, and tells where they are on the "sorting tracks" (shown at the right). A switch engine pushes the cars over the "hump," then electronic switches and retarders guide them into their proper position in the train.



rest of the buses operate within the cities and metropolitan areas of Illinois. Big trans-continental buses carry passengers to and from our state.

As the graph shows, trucks carry a vast tonnage into and out of Chicago and the rest of our state. Trucks range in size from the small vans that make door-to-door deliveries, up to the giant-size trailers that carry loads from coast to coast. A large share of the products of Illinois farms is carried to market by trucks. After our roads finally "got out of the mud," the rural and urban areas of Illinois became closely linked by a network of highways.

Chicago is the leading truck terminal of the nation. More than 500 trucking lines operate there, with some 12,000 trucks inbound and outbound each day. Shipments travel to or from every mainland state in the Union. With the new expressways and interstate highways, interstate truck service

will grow even more. (The map on page 163 shows the expressways in the Chicago area.)

Safety on the highways. As you learned from the graph on page 102, a large share of Illinois's tax money is spent for the building and maintenance of state highways. This work is done under the direction of the Division of Highways in the State Department of Public Works and Buildings. Besides being constructed for convenience and durability, our new expressways have safety built into them. Wide traffic lanes to accommodate several lines of cars; wide median strips to separate opposing streams of traffic; no grade crossings; limited access, for safe entry and exit; gentle curves to break the monotony—all these things make our new highways as safe as is technically possible.

But highway safety depends upon human beings, too. Drivers who use our highways should know the rules of the road, and obey



them. To enforce the laws and to decrease the number of accidents, the Division of Traffic Safety in the State Department of Public Safety and the Illinois State Highway Police work closely together.

PIPELINES

Pipelines provide the most efficient method for transporting petroleum, petroleum products, and natural gas. Think of the handling that is saved by pumping a liquid or a gas direct from the place where it is produced to the place where it will be used or processed.

In southern Illinois, pipelines gather crude oil from our producing fields and take it to refineries in the Wabash Valley and the Wood River district. Other pipelines leading from the South and Southwest carry crude oil to storage tanks and refineries in the Chicago area. From the refineries, gasoline, kerosene, and other petroleum products are piped to distributing points. Chicago and East St. Louis are the major terminal points for crude-oil and products pipelines.

Illinois also serves as a land bridge for pipelines that go from the Southwest to the Atlantic coast. The most famous ones are



The patrol cars of the State Highway Police carry first-aid kits, fire-fighting tools, and other emergency equipment needed to handle accidents on the highways.

“Big Inch” and “Little Inch,” built during World War II to facilitate transportation of this vital fuel.

Much natural gas is piped into Illinois, to supply our needs for heating and cooking in homes and for various industrial uses.

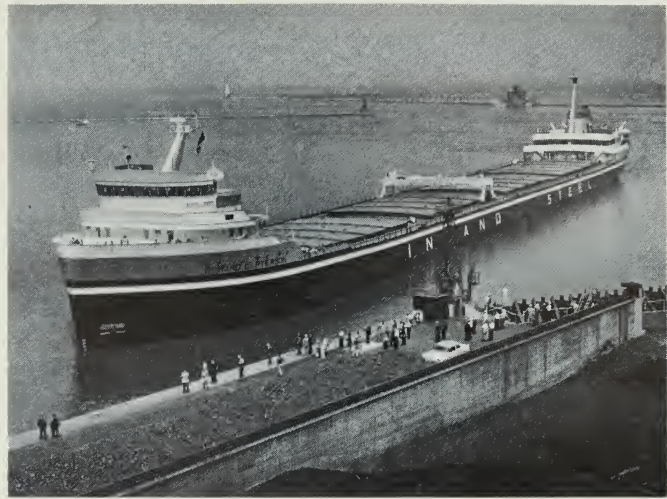
WATERWAYS

Even before the St. Lawrence Seaway opened the Great Lakes to large ocean-going ships, Chicago handled more tonnage than any other Great Lakes port. In fact, the combination of Illinois Waterway and Great Lakes shipping enabled Chicago to handle more water-borne traffic than the Panama Canal.

Improvements in docking facilities are expected to bring even more shipping to the Port of Chicago. Navy Pier has a docking area where half a dozen Seaway vessels can be loaded or unloaded at the same time. The Lake Calumet harbor can already handle many more vessels than that, and with improvements that are now under way it



Above, left) A powerful towboat is pushing a tow of 42 barges up the Mississippi, near Chester. The huge tow carries more than 30,000 tons of cargo.



Above, right) This ore boat is typical of Great Lakes freighters. They are long and low and are divided into compartments for carrying ore, grain, or other bulk cargoes.

Right) In severe winters, when the Illinois Waterway freezes over, an ice breaker clears a channel.



Below) Lake Calumet harbor is the transfer point where barges from the Mississippi and the Illinois Waterway can meet lake and ocean vessels.



will eventually have more than fourteen miles of docking area.

Lake Calumet harbor. This is the transfer point where barges brought from the Illinois Waterway via the Calumet-Sag Channel can meet lake and ocean vessels. But it is much more than that. It is a place where truck lines, railroads, and pipelines converge, so that it is a transfer point for bulk shipments carried by both land and water transportation.

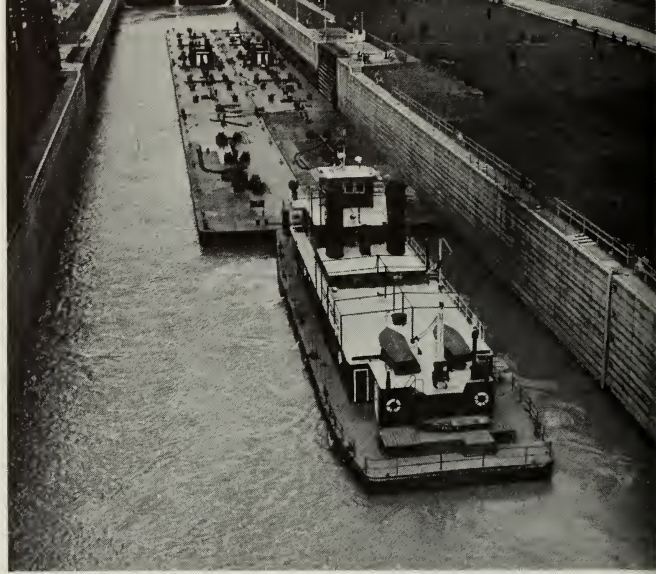
The Illinois Waterway. This route has one noteworthy advantage over the Great Lakes. The Waterway is normally unfrozen all year round, whereas shipping on the Great Lakes is halted by ice during four months of each year.

The Waterway has promoted the growth of cities along its length. Some of the most important ones for shipping are Lockport, Joliet, Morris, La Salle, Peru, Peoria, Pekin, Havana, and Beardstown. The chief cargoes down the Waterway are grain, petroleum, iron, and steel. Upbound, they are coal, petroleum, sulphur, sugar, and iron ore.

Other Illinois water traffic. The Mississippi and Ohio Rivers are also busy waterways. Upbound, on the Mississippi, go barges loaded with sulphur, sugar, iron ore, coal, and petroleum; southbound, grain is the chief shipment. The most important shipping centers on the Mississippi are Moline, Rock Island, Quincy, Alton, and East St. Louis.

Going upstream on the Ohio the major shipments are coal and coke for the Pittsburgh area. Downstream come barge-loads of iron and steel, oil and gasoline. Illinois ports on the Ohio are Shawneetown, Metropolis, and Cairo.

The waterways of Illinois are under the supervision of the Division of Waterways in the State Department of Public Works and Buildings. The U.S. Army Corps of Engineers takes care of maintaining and improving the navigability of Illinois waterways.



By means of dams and locks, like this one at Alton, a navigable level can be maintained in the Mississippi River even during periods of low stream flow.

AIRWAYS

Every year the airways of Illinois carry millions of passengers and a surprising amount of freight. Our state has some 120 commercial airports and about 500 private airports. The busiest airport is Chicago's O'Hare International, the world's finest airport for jet planes. Every year, millions of passengers depart from or land at O'Hare. Some of them come on giant jet planes flying from cities in Europe, by way of Canada. Other planes take off from Chicago for Mexico, the Caribbean, and other points south.

The tonnage of air freight is small compared to that carried by land and water transportation, but it is of extremely high value for its weight. Air freight is useful for articles of great value and slight weight or for lightweight perishable articles—for example, diamonds from The Netherlands, orchids from Hawaii, and live lobsters from Maine. In times of disaster, when speed is essential, air freight rushes medicines and supplies to the victims of floods, hurricanes, earthquakes, and avalanches, in any part of the world.



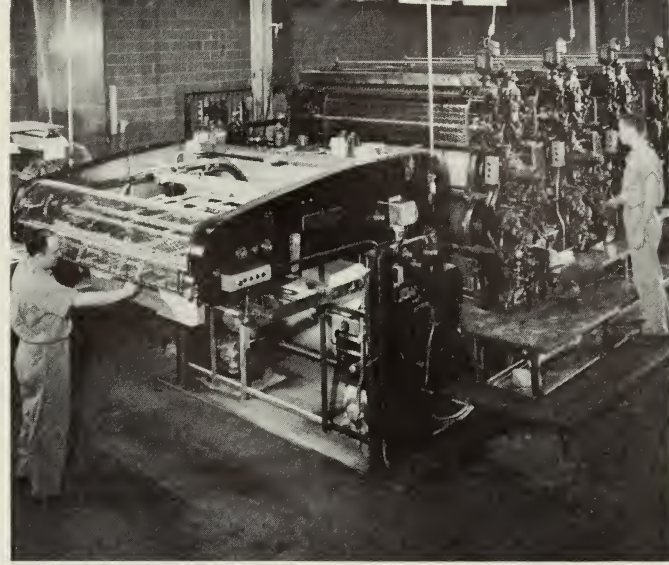
Cars and buses stream up to the main building at O'Hare International Airport. Passengers board planes at one of the terminals operated by the air-line companies.

The State Bureau of Aeronautics is in charge of building airports in Illinois. During 1957-59, the General Assembly appropriated more than 4 million dollars for the construction of airports. The Bureau has instituted a safety program that has decreased flying accidents, especially those caused by bad weather conditions.

COMMUNICATION

A widespread and varied system of communications is essential in our state, both for industrial use and for the well-being and information of our people. Think what would happen to business—think how your own life would be affected—if we lacked telephones, telegraphs, television, radio, advertising, publishing, and other modern methods of communication.

Their importance is shown by the fact that more than three-fourths of Illinois families have telephones. Some twenty television channels and more than a hundred radio stations bring news and entertainment to the people of our state. More than eighty daily newspapers (many of them in foreign languages), hundreds of weekly newspa-



Printing is an important industry in Chicago and some of its suburbs. The colored illustrations in this book were printed on the big four-color press shown here.

pers, and dozens of magazines are published in Illinois. Book publishing is important in the Chicago area, where publishers plan and edit many textbooks like this one, and also a number of encyclopedias.

Face-to-face exchange of ideas is another method of communication that enables Illinoisans to keep up-to-date on the latest information. As the convention capital of the United States, Chicago receives a constant stream of new ideas in the fields of medicine, education, science, technology, and many other special interests. State and local organizations of farmers, businessmen, and workers help to spread this information to all those who are interested.

Checking up

1. Why have railroads played a major role in transportation in Chicago and the state?
2. How has our network of highways improved the distribution of goods?
3. Why are pipelines an efficient method of transporting petroleum and natural gas?
4. In general, what kinds of products are carried by water transport? By air transport?
5. What kinds of communication are most important in your life?

Growth in new directions

We have seen how our state grew and prospered as it changed from an agricultural economy to a highly industrialized economy. Today, growth in new directions shows that Illinois has a promising future for expansion and development in other ways, too.

SERVICE INDUSTRIES

Service industries do not produce material goods. They perform useful labor to fill certain needs. Transportation and communication, for example, are service industries. Others are those that provide personal services, professional services, recreational services, and business and financial services.

When Illinois was predominantly an agricultural state, the number of persons working in the service industries was relatively small. People performed most services for themselves, or did without them.

As our state became more industrialized and urban, the need for additional services and service workers increased. Cities with a large population of factory workers need more barber shops, beauty parlors, laundries, and filling stations; more doctors, dentists, lawyers, teachers, and librarians; more bowling alleys, movie theaters, and other places of entertainment; more office workers and financial services. Then the increased number of service workers creates a need for more and different manufactured products, and the whole cycle of growth begins again.

One of the most spectacular recent developments in the service industries has been the boom in recreation. With a shorter

work week and more hours of leisure, the people of our state have more time on their hands to entertain themselves. Spectator sports—such as baseball, football, basketball, and hockey—have grown in popularity. So have the do-it-yourself sports—such as golf, tennis, boating, hunting, and fishing—and all sorts of hobbies and activities that appeal to men and women, young and old.

As a great convention city, Chicago is a leader in the entertainment services. Hotels, motels, restaurants, nightclubs, and theaters employ hundreds of service workers.

Chicago is also the center of the state's financial services. As we learned in the section on manufacturing, money is essential to stimulate industrial growth. Chicago's banks, insurance companies, savings-and-loan associations, and credit unions provide financial services both for industries and for individuals.

As in every other part of the lives of Illinois citizens, our state government keeps an eye on the service industries. As we learned in Chapter 5, the Department of Registration and Education registers and licenses workers in most of the personal and professional services. The Department of Financial Institutions supervises state banks, savings-and-loan associations, credit unions, currency exchanges, and small loan companies. The Department of Insurance regulates the insurance business in Illinois. In the office of the Secretary of State, the Securities Division guards Illinois investors against fraud and false claims.

CO-OPERATION FOR FUTURE GROWTH

As Illinois industries grow and prosper, the people of our state benefit by getting a higher standard of living, and the state itself becomes stronger and richer. Illinois is a good place in which to live and make a

living. To keep it that way requires continued co-operation of industry, the workers, and our state government.

Illinois is fortunate in having well-trained, forward-looking management for its industries, as well as skilled, energetic, and ambitious workers. Because each group realizes that it must depend on the other, labor-management relations in Illinois have been outstandingly good for years.

The State Department of Labor protects our workers in many different ways. Its Divisions of Safety Inspection and Education and of Factory Inspection enforce regulations to make sure that factories and other places of work are clean and safe for the workers. Its Division of Women's and Children's Employment enforces the Six Day Week Law, the Eight Hour Day for Women Law, and the Child Labor Law. The Division of Unemployment Compensation and the Illinois State Employment Service are state agencies that carry out federal aid for the unemployed by giving financial assistance and help in finding jobs. The ISES also conducts a program of counseling and testing for young people who are entering the labor market.

Because the people's good health is the heart of the state's strength and progress, our government protects their health off the job as well as on the job. The Department of Public Health has major responsibility for protecting the health and well-being of Illinois citizens. It co-operates with city and county health departments.

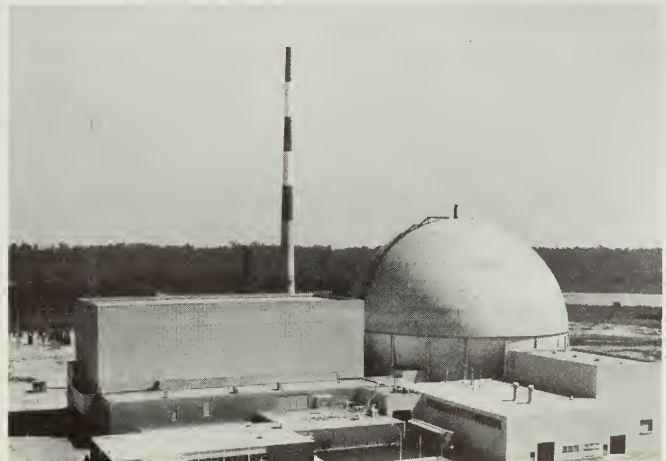
The Division of Industrial Planning and Development co-operates with private industries and with local government agencies to create new job opportunities in Illinois. Industrial research is one of the main keys in opening doors to the future. In this research, the state universities and other institutions of higher education work hand in hand with private industry and with agencies of the federal government.



Helping young people to make best use of their abilities is the goal of several state agencies. Above) An ISES worker gives advice to a job applicant. Below) Blind students in a special school learn to use Braille typewriters and to explore the world on raised maps and globes.



The Dresden Nuclear Power Station, near Morris, is an example of Illinois's growth in new directions. Why may nuclear power become increasingly important in our future?



The support of such agencies by means of taxes is one way in which “we, the people of the State of Illinois” contribute to the growth of our state. Government and industry are dependent upon the people; and in turn all the people are dependent, in one way or another, upon the successful operation of government and industry in our state.

Checking up

1. What are service industries? Name some of the workers or institutions that perform personal services, professional services, business services, and financial services. What are some other classifications of service industries?

2. How do industry, workers, and government depend upon one another? Why is this co-operation necessary?

SEEING CHAPTER 8 AS A WHOLE

A chapter check-up

1. Make a review list of kinds of manufacturing that are important in Illinois. Where are the centers for each?

2. Compare the advantages and importance of each of the major kinds of transportation in Illinois—water, air, rail, and highway.

3. What special types of trucks and railroad cars have you seen? Find out more about them, and prepare a report for the class.

4. Why is safety a major problem for all kinds of transportation? Why is it an especially acute problem on the highways? How can each individual driver meet his obligation to make highway travel safe?

5. Northern Illinois, although settled much later than southern Illinois, has become dominant in the state’s economy—in population, manufacturing, and trade. What reasons can you give to account for this?

6. How are industry and workers affected by decentralization? By automation? By business recessions?

7. Find examples that show how industry, workers, and government co-operate in your community.

8. *Standard of living* can be defined as the minimum of necessities, comforts, and luxuries customarily regarded as essential to the well-being of a person or a group. What things do you consider essential to the “American standard of living”? Which of our necessities today would have been luxuries unattainable by even the wealthiest persons one hundred years ago?

Did you know?

Did you know that Illinois has an outstanding nuclear research center at Argonne National Laboratory, near Lemont? This includes a hospital for cancer research and a school for advanced studies in nuclear science and engineering. Work carried on there benefits the people of Illinois as well as our state’s industry.

Illinois also has the first privately owned atomic-power plant in the nation. This is the Dresden Nuclear Power Station, on the Illinois Waterway at the point where the Des Plaines and Kankakee join to form the Illinois River.

Expanding your interests

1. One way to increase your knowledge of Illinois manufactured products is to watch the advertisements in national magazines. Choose a committee to make a collection of such advertisements for bulletin-board display.

2. Notice, in television commercials and other forms of advertising, how many companies stress the importance of research and development of new products. Many of the products that are common today have been invented or discovered within the past ten or fifteen years. Ask your parents to tell you some of the things you have today that were unknown when they were growing up.

3. Using the map of Principal Industrial Counties on page 145, and material in the text, make a chart of our state’s important manufacturing cities, with columns listing cities, locations, and chief manufactured products. To make your chart colorful, you might use red to show metal manufacturing, green to show food processing, and so on.

4. Choose a partner to work with you on a large map of Illinois. Use the Transportation section of the *Atlas of Illinois Resources*, or maps obtainable from the Secretary of State and other departments, to help you show one of these: Water facilities and their use — Air transport and terminals — Major highways and their markets — Railroads and rail centers.



“Turning
all the world
to thee”



Hull House, as it was in 1893, offered a welcoming door to the poor and friendless. Living as a neighbor among the immigrants in a crowded slum area, Jane Addams did much to relieve their suffering and helplessness. In doing so, she opened the public's eyes to the human misery that resulted from Chicago's industrial growth.

Turning all the world to thee

In one way or another, all the world turns to Illinois. Visitors from many lands come to Chicago for business or pleasure. People around the world turn their thoughts toward Illinois as they study the works of her social workers, scientists, and educators or as they enjoy the writings, art, and architecture of gifted Illinoisans.

Yet, when people around the world think of Illinois, it is not always famous people that they have in mind. Many a person in the "Old Country" thinks of his Illinois relatives with whom he corresponds and exchanges gifts—perhaps someone of German ancestry living in Belleville, or a Bohemian in Berwyn, or an Italian in Benld.

Thousands of Illinoisans in every section of the state can trace their ancestry back to immigrants who came to this country in the 19th or early 20th century. Any list of notable Illinois citizens would be incomplete without a tribute to these unknown men and women from many lands. Their hard work and sacrifice were the lifeblood of our state's growth.

READ TO FIND OUT

- 1 What are the attractions that draw thousands of visitors to Chicago each year?
- 2 What are the high points of a tour of Springfield?
- 3 Who are some of the famous citizens of Illinois, and in what fields did they distinguish themselves?

Chicago: world metropolis

When Chicago was organized as a village in 1833, it had about 300 inhabitants. By the time it was a century old, its population had increased to more than 3,500,000, making it the second largest city in the nation.

To celebrate that centennial, a world's fair was held during the summers of 1933 and 1934. Millions of visitors flocked to Chicago to see the fair, which was called "A Century of Progress." It was held on the lake front, just south of downtown Chicago, on land that was filled in especially for the exposition.

After that time, several other temporary fairs and exhibits were held on that land. Finally, in the 1950's, plans got under way to build a permanent exposition hall there. The General Assembly set up a Metropolitan Fair and Exposition Authority, whose function was to promote fairs, expositions, and conventions and to arrange cultural, scientific, and educational exhibits. Through the co-operative efforts of the city and state governments, the plans were fulfilled; and McCormick Place opened in November, 1960.

This exposition hall has been called "a showcase for the world's goods." Its main exhibit area is as big as six football fields, and trucks and railroad cars can enter the building to be unloaded. McCormick Place also includes two theaters, an art gallery, a cafeteria, and a restaurant.

Chicago as a convention center. Because of its central location, Chicago has long been a great convention center. Its numerous hotels and motels make it possible to accommodate 250,000 visitors at one time.



Mass gatherings can be held indoors at the Stadium, the International Amphitheatre, and McCormick Place, and outdoors at Soldier Field. As you learned in Chapter 8, Chicago is host to thousands who attend trade shows and meetings of various kinds. One annual event that is of special interest to downstate Illinois is the International Livestock Exposition.

Chicago has been host to more national political conventions than any other city. The first one was the Republican convention at which Lincoln was nominated for the presidency, in 1860. Since that time, Chicago has been the scene of many other exciting events in American politics.

An educational center. Institutions of higher learning within the city include the University of Chicago, Loyola University, Roosevelt College, De Paul University, the Illinois Institute of Technology, Mundelein College, and graduate schools of the University of Illinois. Northwestern University and the National College of Education are in Evanston. Concordia College and Rosary College are in River Forest. Many smaller colleges and junior colleges are in the Chicago area.

Students may take courses at the Art Institute or the Goodman Memorial Theatre or at one of the several technical and business schools in the city. Some students come

McCormick Place, Chicago's mammoth exposition hall, is on the lake front. Behind it are a yacht basin for pleasure boats and a landing field for small planes.

here to do research, either in the field or at one of the city's fine libraries and museums.

Chicago is one of the world centers for medical education and research. Chief focus of this is the Medical Center, on Chicago's West Side; and there are several other fine medical schools and hospitals in the area.

Museums of worldwide interest. The Museum of Science and Industry is a storehouse of marvels for the scientific-minded. Its coal mine, "street of bygone days," and see-yourself-on-TV exhibits appeal to young people. Displayed at the entrance of the museum's east wing is a German U-boat captured in World War II.

Adler Planetarium is of absorbing interest to stargazers and Space Age enthusiasts. In the nearby Aquarium, numerous tanks display fish and underwater life from all regions of the world.

The Art Institute's fine collection draws visitors interested in painting, sculpture, old tapestries, and other forms of art. The Oriental Institute at the University of Chicago features the ancient civilizations of the Near East.



Many people who work in Chicago make their homes in the suburbs, where they and their families can enjoy the pleasures of outdoor living. Thousands of suburban commuters drive to work on the wide expressways that funnel into the heart of the city. Thousands of others commute by means of public transportation on suburban bus and railroad lines.

The Chicago Natural History Museum also displays works of ancient civilizations, of which the Egyptian exhibit is outstanding. Another special exhibit shows scenes from the life of Stone Age man. Many halls feature displays of American Indian cultures. Geological exhibits and stuffed animals in lifelike settings vie with the bones of dinosaurs as major attractions for boys and girls.

The Chicago Historical Society Museum specializes in the history of Chicago and Illinois. The dioramas of scenes from Lincoln's life make a dramatic exhibit.

Something for everyone. Hundreds of thousands of visitors come to Chicago on vacation. Whatever their interests are, Chicago will satisfy them. Many visitors will happily spend their time shopping in the big department stores in the Loop or window-shopping as they stroll past the fashionable shops on Michigan Avenue. Others will want to "see the sights"—Buckingham Fountain, the towering Prudential Building, the big hotels, and the old Water Tower. Some will visit the zoos at Lincoln Park or Brookfield, or the flower shows and botanical displays in the city parks. Others come just before Christmas to see the holiday decorations.

Chicago's beaches are a special attraction in the summertime. Sports enthusiasts can enjoy themselves the year around, with big-league baseball games at Wrigley Field or

Comiskey Park, horse races at nearby tracks, college and professional football and basketball games, and ice hockey.

To give visitors a glimpse of Chicago's commerce and industry, tours are conducted by many business establishments. The Chicago Board of Trade, the Merchandise Mart, Sears Roebuck and Company, and the *Chicago Tribune* are among the enterprises that regularly provide such trips.

Chicago for Chicagoans. The people of Chicago make good use of the advantages that come from living in a large city. But they also make good use of the peaceful outdoor spots that help them get away from the stress and strain of everyday life. Chicago is dotted with parks where grass and flowers and trees offer relief from the hubbub of crowded streets. Around the city lies the greenbelt of Cook County Forest Preserves, where nature trails and bridle paths make it possible to recapture the days when Illinois was sparsely settled.

Many Chicagoans like to go farther afield to enjoy the natural beauties in other parts of Illinois: the palisades of the Mississippi; the "little Switzerland" around historic Galena; Starved Rock Park, especially beautiful in late autumn; Calhoun County when the dogwood and apple blossoms are a joy to behold; or the Cobden-Anna-Carbondale area when the redbud and peach trees are in full bloom.



Summer concerts at Grant Park's band shell attract crowds of music lovers.

Scenes from Chicago

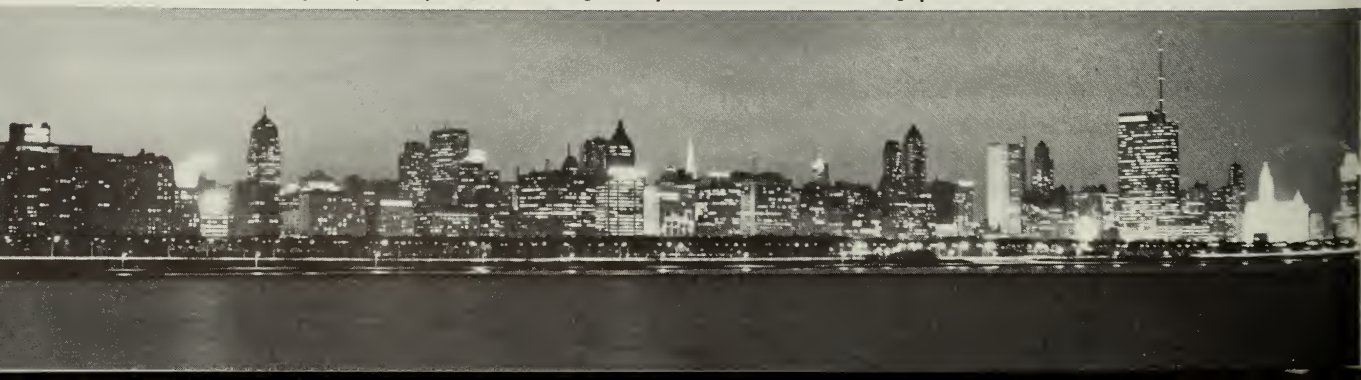


By filling in along the lake front, Chicago has made fine beaches for the enjoyment of her people.



This picture shows a variety of recreation spots. The Chicago Natural History Museum is in the center. Behind it are Soldier Field and McCormick Place. At the left is Shedd Aquarium, and in the foreground is the Grant Park band shell.

By day or by night, Chicago's skyline offers a dazzling panorama.



This covered bridge near Oquawka was built by pioneers in 1846.



Scenes from Rural Illinois

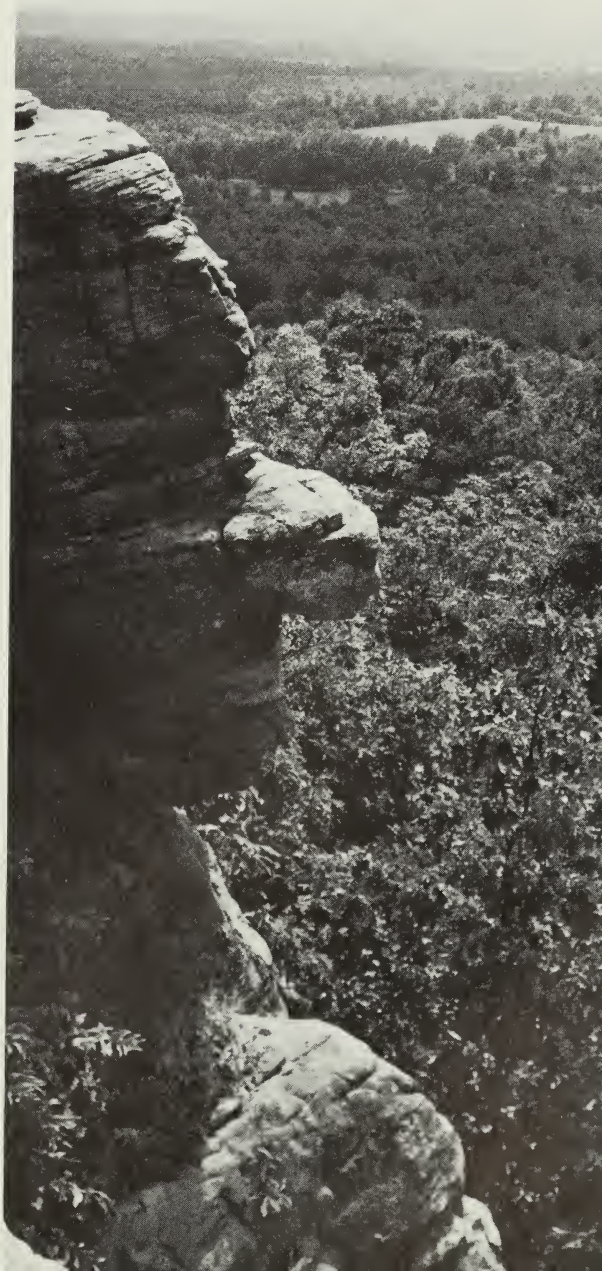


Matthiessen State Park, in La Salle County, is noted for its canyons and waterfalls.



The Mississippi Palisades have a wild and rugged beauty all their own.

The Old Stone Face, near the summit of Eagle Mountain, looks out over Saline Valley in Shawnee National Forest.



Springfield: our state capital

Every year, hundreds of young people from all over Illinois journey by car, bus, or train to visit their state capital. They may stop at New Salem or another of many historic spots along the route, but their real goal is Springfield. Let's imagine that we are with such a group.

A TOUR OF THE CAPITOL AREA

Pause first before the statue of Abraham Lincoln, located at the base of the knoll on which the Capitol stands. Do you feel an urge to climb onto the base and shake hands with this great man? Many boys and girls do. The inscription on the statue is taken from Lincoln's farewell address to the people of Springfield, delivered when he left the city to assume the presidency.

Look up at the great building, constructed of Illinois limestone in the form of a Latin cross. The huge dome rises more than 350 feet in the air (405 feet to the tip of the flagpole).

Farther up the walk, past the statue of Stephen A. Douglas, you come to the entrance. Do you realize that the men you pass may be important state officials? Inside the rotunda, take time to gaze up into the great dome. Pause as you mount the marble stairs and study the paintings of scenes from Illinois history.

As Lincoln left for Washington, a crowd of admiring citizens gathered at the Springfield station. Lincoln bade them all an affectionate farewell with these words: "My friends: no one, not in my situation, can appreciate my feeling of sadness at this parting. To this place, and the kindness of these people, I owe everything. . . . I now leave, not knowing when or whether ever I may return . . ."

This scene is reproduced from one of the dioramas in the Chicago Historical Society, where highlights of Lincoln's life are portrayed in a most realistic manner.





If you are lucky enough to arrive while either house of the General Assembly is in session, you may sit in the gallery and watch the proceedings, see speakers in action, and watch how a vote is recorded. Some school groups write to their Senator or Representatives beforehand and arrange to meet one or more of them. Usually you may visit the office of the Secretary of State, where the design of the Great Seal of the state will be explained to you.

Also on the Capitol grounds are the Centennial Building, started in 1918 to commemorate the 100th anniversary of statehood, and the Archives Building.

Nearby are other buildings you will want to identify—the Supreme Court Building, the Armory, and the State Office Building. Only a few blocks away is the Governor's Mansion. Set on a beautifully kept lawn, this large dwelling has offices and reception rooms on the first floor, with living quarters for the Governor's family above.

The meetings of the House of Representatives are held in the Capitol. Members sit at desks on the main floor of the chamber. Each desk is equipped with a microphone, so that those who speak may be heard clearly. Visitors are allowed to watch the proceedings from the gallery.

THE LINCOLN HOME

Another Springfield landmark is Lincoln's home. This is the only house that Lincoln ever owned. Three of his sons were born there. In the double parlors of this house, Lincoln received the delegation that had come from Chicago to notify him of his nomination as the Republican candidate for president. On their last night in this home, the Lincolns held a public reception attended by thousands of friends and well-wishers.

The house has now been restored to look as it did when the Lincolns lived there. Much research was done to make the restoration authentic. Many of the pieces of

furniture are actually ones that once belonged to the Lincolns. As you visit this home, do you get the feeling that Lincoln had come a long way from the log cabin of his boyhood days? Think how much farther we have come in the years since then—from Franklin stoves and horsehair sofas to electric ranges and foam-rubber furniture!

LINCOLN'S TOMB

Abraham Lincoln's tomb stands on a peaceful spot in Oak Ridge Cemetery in Springfield. Above it rises a 117-foot shaft, surrounded by four groups of bronze figures representing cavalry, artillery, infantry, and navy men. There is also a 10-foot statue of Lincoln.

Entrance to the tomb is through a hallway in which are eight bronze statuettes depicting Lincoln at different periods of his life and four bronze tablets bearing Lincoln quotations. Flags of the states where generations of Lincolns lived, the National Colors, and the President's Flag surround the tomb. Here you will often see fresh wreaths, placed by distinguished visitors. People from many lands come to Spring-

field to pay their respects to this great humanitarian, who said:

With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle and for his widow, and his orphan—to do all which may achieve and cherish a just and lasting peace among ourselves, and with all nations.

Checking up

1. Why should you visit Springfield? What steps would your class take in making arrangements for such a tour?

2. Booklets and pamphlets are available which provide information on state buildings and Lincoln's home and tomb. Read one of these and report to the class in detail about what you would see at these places.

3. Review the steps by which a bill becomes a law (pages 95-96). Why are arrangements made for visitors to observe sessions of the General Assembly? In what other ways can interested citizens find out what happens in these sessions?

4. What feelings does a visit to Lincoln's tomb arouse in you? What other spots that you might visit would arouse similar feelings?

3

Great citizens of Illinois

Among great citizens of Illinois, Abraham Lincoln now holds first place so firmly that it might seem this was always true. But while Lincoln was studying under Mentor Graham in New Salem, while he was serving in the General Assembly in Vandalia, and while he was building up a law practice in Springfield, other names in Illinois were more famous than his.



LEADERS OF THE 1830's

Peter Cartwright was a pioneer preacher, who regularly left his comfortable farm to ride his circuit in the Illinois River Valley. His sermons had such appeal that his name was revered far beyond his own valley. Cartwright was also greatly concerned with education and was one of the founders of three Illinois universities.

John Dixon was the founder of the town that now bears his name. This Rock River site on the route from Peoria to the lead mines at Galena was an important ferry crossing in early days. At first the Winnebago Indians ferried men and goods across in canoes. Later, a trapper and his Indian wife bought out the Indians and built a ferryboat. John Dixon acquired the business from them in 1832. He laid out a town site, and by 1840 there were 200 people in Dixon. His ferry station became a transfer point on the stagecoach lines, and many a traveler to the Far West appreciated the fine service he got at John Dixon's place.

William B. Ogden was elected as first mayor of Chicago, in 1837. He worked to improve streets and to build bridges so that the North, South, and West Sides of Chicago would be more closely linked. (Ogden Avenue in Chicago is named for him.) Later, he was interested in much of the railroad construction east and west of Chicago and served as president of the Union Pacific Railroad.

John Stephen Wright reached Chicago in 1832, bound for Galena with his parents. But young Wright liked Chicago so much that he stayed there. He bought and sold land and became a booster for the new city. In 1840 he established the *Prairie Farmer*, one of the earliest farm journals. In the next decade, Wright traveled in his buggy over much of Illinois and the neighboring states. His chief interests were talking to farmers, getting ideas for his paper, and working for the establishment of free public schools and

FAMOUS ILLINOIS EDITORS

Joseph Medill (1823–1899). Editor of the *Chicago Tribune*, he was one of the founders of the Republican party.

Victor F. Lawson (1850–1925). He made the *Chicago Daily News* great. One of the first publishers to send American correspondents to foreign countries.

William Randolph Hearst (1863–1951). His two Chicago dailies were a power in the Democratic party.

Robert R. McCormick (1880–1955). He was publisher of the *Chicago Tribune* before and after World War II. McCormick Place is named for him.

of a normal school to train teachers. He lived through the Chicago Fire and was one of the first to declare that a new and finer city would rise from the ruins.

A HERO OF THE 1840's

If you visit the Hall of Columns in the nation's Capitol, you will find a statue of an Illinois hero, James Shields. He was born in Ireland, where his mother risked arrest by English authorities to give him an education. An old soldier also taught the boy French as well as military tactics.

Shields came to America and in 1835 was teaching school in Kaskaskia. He studied law, entered state politics, and rose to the state Supreme Court.

When the Mexican War broke out, Shields won a commission as brigadier general of volunteers. In the battle of Cerro Gordo, a bullet passed through his body. It looked like a mortal wound, but a surgeon put a silk handkerchief on a ramrod and pushed it through the hole. Thus cleaned, the wound healed quickly, and in six weeks General Shields was back in the field. At Chapultepec his arm was shattered, but he refused to leave the battle until he saw the

Stars and Stripes flying victoriously over the fortress.

Such heroism appealed to Illinois voters, who elected him to the United States Senate in 1849.

STEPHEN A. DOUGLAS

A more noted Senator from Illinois at this time was Stephen A. Douglas. He came to Illinois as a young man and taught school in Jacksonville while studying law. His rise as a politician went hand in hand with the growth of the Democratic party in our state. He was a loyal party worker and tried his best to keep the national Democratic party from splitting over the issue of slavery. In the election of 1860, the popular vote showed how highly Douglas was regarded, for he was the only one of the four candidates who drew votes from every section of the country. However, since the Democrats divided their votes among three candidates, Douglas lost out on the electoral vote.

After Lincoln's election, Douglas rose above party to serve him devotedly. Only a few weeks before he died, he gave a stirring speech at the Capitol at Springfield, pleading for support of the President and the Union.

FRIENDS OF ABRAHAM LINCOLN

One of Lincoln's best friends was Jesse W. Fell, a Pennsylvania Quaker who settled in Bloomington in 1832. The new land fascinated him, and opening it to settlement gave him great satisfaction. He founded towns (Pontiac, Lexington, Towanda, El Paso), built roads, and operated sawmills to provide lumber for homes. He worked to get Illinois State Normal University located near Bloomington and gave land and money toward that goal. Before a single building was completed, he planted 12,000 trees, mostly from his own stock, in the area that was to become the campus and city of Normal.

Fell was a speaker at the first meeting of Illinois Republicans, and he was the man who nominated Lincoln to run against Douglas for United States Senator. Immediately after that defeat, he got Lincoln to write his autobiography in preparation for the presidential election.

Judge David Davis presided over the Eighth Circuit when Lincoln followed the court trying cases. In Davis's hotel suites the lawyers gathered at night, for hours of storytelling and practical jokes. Davis took a great liking for Lincoln. At the Republican convention of 1860, it was Davis who waddled (he was an immensely fat man) from one room to another and did the bargaining that won Lincoln the nomination. Later, President Lincoln appointed Davis to the United States Supreme Court.

Lincoln's years of anxiety about the conduct of the Civil War were relieved by the military skill of another Illinoisan, Ulysses S. Grant, who had settled in Galena just before the war. Grant's successful conduct of the war was matched by the humane consideration he showed the defeated Confederates at Appomattox. After the war, Grant became President of the United States

OTHER FAMOUS ILLINOISANS IN THE CIVIL WAR

"Mother" Bickerdyke (1817-1901). A volunteer nurse from Galesburg, she accompanied General Grant's troops.

George F. Root (1820-1895). He wrote Civil War songs, including "The Battle Cry of Freedom," "Just Before the Battle, Mother," and "Tramp, Tramp, Tramp."

General John A. Logan (1826-1886). Tradition credits him with founding Memorial Day. Later, he was an unsuccessful vice-presidential candidate.

(1869–77). Unfortunately, his years in the White House were marred by high-level graft and corruption that reached even into his Cabinet. Grant himself was innocent of any wrongdoing, but he was blind to the dishonesty of friends who were using their political position for their own profit.

THE NEED FOR REFORM AND REFORMERS

The times were ripe for reform. As we learned in Chapter 2, the years after the Civil War brought amazing prosperity to Illinois and the other industrial states of the North. But this prosperity brought many evils with it. These evils affected every part of life; and social, economic, and political evils were so closely interconnected that each one made the others worse.

Big business got bigger and bigger. Money-making—no matter how—seemed to be the chief goal in life for many. With immigrants flooding into the cities, labor was plentiful and cheap. Factory owners could make wages low and hours long, and there were no laws to protect the workers. Big-money men could often “buy” politicians who would close their eyes to dangerous working conditions and dishonest practices. Some government officials used public office for private gain and filled their pockets with bribes and graft money. Many common people, seeing dishonesty and corruption in high places, lost respect for the law and turned to crime to get their share of “easy pickings.”

Cities had grown so fast that government could not keep pace with the necessity for controlling poverty, crime, and disease. The rapid growth of cities, with thousands of poor people crammed into dismal slums, brought misery to the unfortunate people who lived there. It also menaced public health and safety for the entire population. Filthy streets, bad sewage disposal, and impure water caused epidemics that drew no

dividing line between rich and poor. Ramshackle tenements were firetraps that might spread a blaze across a whole city. Crime bred in the slums was a threat to life and property everywhere.

Conditions were so bad that something *had* to be done. Suddenly a wave of reform swept the country. Voters got rid of corrupt officials and elected men who believed that “public office is a public trust.” State and national governments began to assume more responsibility for public welfare. Working men organized in labor unions to protect their rights. City planners studied how to make a city a better place to live in, so that its people could be healthy and happy. Industrialists made large contributions to the public good through private charity and public benefactions. Dedicated men and women began to feel that they themselves had an individual responsibility to make conditions better for the poor and unfortunate.

Illinois had a good share of leaders who rose to meet the challenge of the times.* Oddly enough—considering that it was “a man’s world” at that time—women were a strong force in the reform movement. They did not have the vote, but they had a conscience. They knew right from wrong, and they were willing to fight for what was right. Illinois should be proud of her courageous women who were in the front ranks of the battle for reform. Chief among them were Jane Addams and the other women of Hull House.

HULL HOUSE

Jane Addams was born in Cedarville and graduated from Rockford College. On a trip to Europe with a college friend, Ellen Gates Starr, she visited in London the world’s first

* In the list of governors in the Appendix, study the administrations from 1869 to 1913. There you will see some of the problems that Illinois faced during that period, and the steps that were taken to solve them.

settlement house. This visit inspired Jane to carry out an idea that she had had as a child. Back in Chicago, the two women bought what had once been the country home of Charles J. Hull. The city had grown up around it, so that the house was surrounded by slums filled with immigrant Poles, Bohemians, Italians, Russians, Germans, and Irish. Under the leadership of these two dedicated women, Hull House was opened in 1889.

At first the neighbors were shy or suspicious, but the warmth and kindness of the Hull House women soon convinced them that here they could find companionship, friendly advice, and encouragement. Jane Addams opened a nursery school, a library, night classes for workers, and a gymnasium. She helped immigrants learn English and become American citizens.

Young men and women who wanted to help others joined Miss Addams and Miss Starr, and together they studied the problems of slum areas. They worked in the state legislature for laws protecting workers, especially children, and for better sanitation, cleanliness, and safety in factories and rental dwellings. They also worked directly with the families who lived in slum areas, doing whatever they could to relieve their misery.

In the period during and after World War I, Jane Addams wrote and spoke widely in the cause of world peace. Hull House, she felt, demonstrated that people of various backgrounds and cultures, of all nationalities and religions, could live and work in harmony. In 1931, Jane Addams was awarded the Nobel Peace Prize.

FRANCES E. WILLARD

Another famous woman reformer in Illinois was Frances E. Willard, a leader in the temperance movement. Drunkenness was one of the evils of city life. The growth of cities had brought an increase in the num-

OTHER HULL HOUSE WOMEN

Julia C. Lathrop (1858–1932). From Rockford, she was appointed by Governor Altgeld to the state Board of Charities. She led the campaign for a juvenile court in Chicago (1899), the first in the nation; and she was the first director of the U.S. Children's Bureau.

Alzina Parsons Stevens (?–1900). She made studies that helped the campaign for the Chicago juvenile court and became its first probation officer.

Florence Kelley (1859–1932). She made the first study of slums in America. Governor Altgeld appointed her as state factory inspector. She worked against child labor and for a compulsory school law.

Alice Hamilton (1869–). She studied accidents in factories and became a professor of industrial medicine at Harvard Medical School.

Edith Abbott (1876–1957). She became an authority on immigrant labor. She was the first dean of the School of Social Service Administration at the University of Chicago.

Grace Abbott (1878–1939). She was a pioneer social worker and the second director of the U.S. Children's Bureau.

ber of saloons to tempt the weak and wayward, who turned to drink to forget their cares. A slogan of the times declared, "Drink is the curse of the working classes," and this was all too true. If a wage earner was a heavy drinker, he might go to work in such a condition that he would be seriously injured or lose his job; or he spent so much of his pay on liquor that he could not provide his wife and children with food, clothing, and shelter.

The Woman's Christian Temperance Union was organized to lead the fight against such evils, both by appealing to individuals

to "sign the pledge" and by working for laws to prohibit the sale of liquor. Frances Willard gave up her position as president of Evanston College for Ladies to become the president of the national W.C.T.U. in 1879. In 1887 she accepted a similar post in the world organization for temperance. She also helped to organize the Prohibition Party.

GOVERNOR JOHN P. ALTGELD

One of Illinois's great reformers was the son of an immigrant. John Peter Altgeld was born in Germany and brought to this country when he was three months old. As a youth, he struggled against poverty, ill health, and his father's objections to get an education. Altgeld came to Chicago in the 1870's and made a great deal of money as a builder. He spent his fortune in helping causes for the betterment of mankind and in fighting political corruption.

In 1893, Altgeld was inaugurated as governor of Illinois—the first Democratic governor since the Civil War. He had the honor of opening the Columbian Exposition in Chicago. During his administration, the public park program of Chicago was expanded; state support of public education was increased; kindergartens were added to the public schools; and the University of Illinois began its period of great expansion.

Altgeld is best remembered as a champion of the working man. He understood the desperate poverty, filth, hunger, and rampant disease of the slums. He knew the evils of sweatshops, industrial accidents, child labor, and factory firetraps. To fight these evils, he appointed two of the Hull House women to state offices.

Altgeld believed that the poor and the unfortunate had less than a fair chance in life. He worked for penal reform in the treatment of criminals. And he risked his political career by pardoning three men who had been imprisoned for taking part in the Haymarket Square riot.

ALTGELD CONTEMPORARIES

Theodore Thomas (1835–1905). German-born conductor of the Chicago Symphony Orchestra from 1891 to 1905, he was the musical director of the 1893 World's Fair and did much to awaken Midwest America's interest in good music.

Dwight Lyman Moody (1837–1899). A rousing lay preacher, he reached many city people through his revival meetings. In 1889 he founded the Chicago Bible Institute, now called the Moody Bible Institute.

William Rainey Harper (1856–1906). As the first president of the University of Chicago, from 1891 to 1906, he assembled an outstanding faculty there.

John Dewey (1859–1952). He established an experimental elementary school at the University of Chicago.

OTHER CHAMPIONS OF THE WORKING MAN

Men and women in various professions exerted their influence on behalf of the working man. Their efforts, combined with those of political and social reformers, helped to bring about shorter hours, more pay, and better working conditions.

Illinois miners had two staunch supporters. The first was Mary Harris Jones, called "Mother Jones" by the workers. She was a skillful and energetic labor organizer, who devoted many years of her life to the cause of labor. When she died in 1930, at the age of one hundred, she was buried in Mount Olive. In 1936, a memorial was placed on her grave by a miners' union.

Chief name among Illinois mine workers was John L. Lewis, long-time resident of Springfield. He came up through the ranks to be head of the Illinois Mine Workers Union, then advanced to become president of the United Mine Workers of America. In



1935, he founded the C.I.O. (Congress of Industrial Organizations), which unionized the mass-production industries.

A lawyer who raised his voice for the working man was Clarence S. Darrow, a close friend of Altgeld's. He gave up a lucrative practice as a lawyer for big business, to defend labor leaders and working men. Like Altgeld, he worked for penal reform and studied the causes of crime.

A powerful novel that was meant to improve conditions for the working man was *The Jungle*, by Upton Sinclair. It exposed the horrible conditions in which stockyards workers lived and worked. This book shook America, but not in the way that Sinclair intended. What it revealed about the meat-packing industry shocked public opinion, from the President of the United States on down, and resulted in the passage of a federal Pure Food Law in 1906. Sinclair commented later, "I aimed at the public's heart, and by accident I hit it in the stomach."

CITY PLANNING

Chicago was fortunate in having generous men who gave time and land and money to the "Chicago Plan" for beautifying and im-

One of the most beautiful sights in Chicago is Buckingham Fountain at night. As sprays of water shoot into the air, floodlights with changing colors cast a spell that fascinates the spectators.

proving their city. She was especially fortunate in having a man with enough vision to plan far ahead.

This man was Daniel Burnham, who was an architect in Chicago at the time when the city was rebuilding after the great fire. His Masonic Temple, built in 1890, was the tallest building in the world at that time. Burnham was in charge of construction for the World's Columbian Exposition, which featured the classical style of architecture still seen in many of Chicago's important buildings.

The Chicago Plan, begun in 1909, was intended to make the city both useful and beautiful. It provided for better roads and railroads, as well as for parks and cultural institutions for the benefit of the public. Above all, it insisted on keeping Chicago's downtown lake front as a "front yard" for the enjoyment of all the people. The Chicago Plan still serves as a guide for improvements that are being made today. In

this way it fulfills Burnham's words: "Make no little plans; they have no magic to stir men's blood. Make big plans; aim high in hope and work. Remember that our sons and grandsons are going to do things that would stagger us."

Chicago was the birthplace of the earliest skyscrapers in America. To make efficient use of the expensive land in downtown Chicago, builders needed to "aim high" by extending their structures vertically. After the invention of the electric elevator, in 1887, the sky was the limit for imaginative architects like Burnham and his contemporaries.

Two architects who helped to change the face of Chicago were Louis H. Sullivan and Frank Lloyd Wright. The office buildings designed by Sullivan marked a break with old-fashioned ornate styles. He believed in cleanness of line and that "form follows function." Sullivan was one of the first to use steel-framework construction for office buildings. His Gage Building was the nation's first steel skyscraper.

His pupil, Frank Lloyd Wright, went on to become the best-known name in American architecture. Like Sullivan, he believed that the form of a building should reveal its function. In addition, he believed that a house should be designed to suit its location and to fill the needs of the particular family that would live in it. Wright's early "prairie-style" homes in Chicago and the suburbs were daringly different for that time, but they started a trend that is popular today. His influence on modern architecture may be seen in houses, office buildings, and churches in many countries. Wright lived to a great age, but his ideas and imagination never grew old. In 1958, a year before his death, he startled the world with plans for a mile-high skyscraper for Chicago.

One of the men who helped to beautify Chicago was Lorado Taft, our state's most noted sculptor. He taught at the Art Institute in Chicago and created the "Fountain



This towering statue of Black Hawk, in Lowden Memorial State Park, is the work of Lorado Taft. It expresses the nobility and tragedy of the great chief who was leader of a lost cause.

of the Great Lakes" on its grounds. Probably his best-known work is the "Fountain of Time," on Chicago's Midway at Cottage Grove Avenue. Taft was one of the founders of the Eagle's Nest art colony, which overlooks the Rock River at Oregon. The statue of Black Hawk and the Soldiers' Memorial in Oregon are two of his works. Others of his sculptures are "Lincoln as a Young Lawyer," in Urbana; the "Victory Monument," in Danville; and "Pioneers of the Prairies," which he presented to Elmwood, the place of his birth.

LEADING MERCHANTS OF CHICAGO

Chicago's importance in retail trade owed a great deal to men who had the courage to try new ideas. Two men who helped to create the mammoth department stores we know today were Potter Palmer and Marshall Field.



By gathering goods of all kinds under one roof, Potter Palmer revolutionized the buying habits of people in Chicago. He had many other business interests, too; the Palmer House, one of the nation's leading hotels, keeps his name alive in Chicago.

Marshall Field, a one-time partner of Palmer's, coined the phrase "Give the lady what she wants." This idea—that the customer is always right—was very different from previous trade practices, which were based on the principle "Let the buyer beware." Marshall Field was a public-spirited citizen who did many things for Chicago. He helped found the Art Institute and gave land for the University of Chicago and for the Columbian Museum of the 1893 fair. By his will, the museum was converted to the Chicago Natural History Museum, often called the Field Museum.

Another first in Chicago merchandising was the mail-order business pioneered by A. Montgomery Ward. This made it possible for rural families, all over the country, to order from a catalog a large assortment of clothing and household goods.

Julius Rosenwald, born in Springfield, was a leader in another huge mail-order

The Museum of Science and Industry, on Chicago's South Side, is a storehouse of marvels. The building was originally part of the Columbian Exposition of 1893. Its classical style is typical of Burnham's architectural design for that fair.

house—Sears, Roebuck and Company. He was a man of wide and varied philanthropies. In Chicago, he is best remembered as the donor of the Museum of Science and Industry.

SCIENTISTS

The first nationally known scientist in Illinois was John Wesley Powell, geologist and explorer. He got his education at Illinois and Wheaton Colleges before serving in the Civil War, where he lost an arm at the battle of Shiloh. After the war he became professor of geology at Illinois Wesleyan University at Bloomington, and curator of the museum at Illinois State Normal University. In 1869 he led the first of several exploring expeditions in the West, including one in which he traveled in a small boat through the Grand Canyon of the Colorado River. After that time, he worked for the

federal government. He helped found the U.S. Geological Survey and served as its head from 1881 through 1894. His reports on the western lands helped shape national land policy—that is, how the government sells or leases or uses public lands.

The University of Chicago has had many noted scientists on its staff. Four have won Nobel Prizes in physics. Albert A. Michelson was the first American to win this honor (1907). Robert A. Millikan, from Morrison, won it in 1923; Arthur H. Compton, in 1927; and Clinton Joseph Davisson, born in Bloomington, in 1937.

More recently famous are the men who did atomic research at the University of Chicago during World War II. These included Arthur H. Compton, Harold C. Urey, and a new American, Enrico Fermi, who was a refugee from Mussolini's Italy.

ATHLETES AND ENTERTAINERS

"Big names" in sports and entertainment come and go so rapidly that those who are famous one season may be only a dim memory after a few years have passed. However, two Illinoisans in these fields will be long remembered. They are Jack Benny, well-

ILLINOISANS ON THE NATIONAL SCENE

Adlai Ewing Stevenson (1835–1914). A Bloomington lawyer, he was Vice-President of the United States during President Cleveland's second term. Grandfather of the recent governor of Illinois and presidential candidate.

Joseph G. Cannon (1836–1926). From Danville, "Uncle Joe" went to the U.S. House of Representatives and became famous as its Speaker from 1903 to 1911.

John Hay (1838–1905). A Springfield lawyer, he became President Lincoln's personal secretary. Later, he served as Secretary of State under Presidents McKinley and Theodore Roosevelt.

William Jennings Bryan (1860–1925). He was born in Salem and educated in Illinois before moving to Nebraska, where he became famous as a leader in the Democratic party and one of the greatest orators in American politics.

Henry T. Rainey (1860–1934). A native of Carrollton, he was Speaker of the House in 1933–34.

Charles G. Dawes (1865–1951). A Chicago lawyer and financier, he was Vice-President of the United States from 1925 to 1929. In 1925 he won the Nobel Peace Prize. Later, he was president of the Century of Progress.

Frank Knox (1874–1944). A Chicago publisher, he was Secretary of the Navy during World War II.

Harold L. Ickes (1874–1952). He was Secretary of the Interior in President Franklin D. Roosevelt's Cabinet.

Sidney Hillman (1887–1946). He was head of the Amalgamated Clothing Workers Union and a founder of the C.I.O.

Paul H. Douglas (1892–). A University of Chicago professor, he became widely known as a U.S. Senator.

Fulton J. Sheen (1895–). This well-known religious leader was born in El Paso and grew up in Peoria. Author of several distinguished books, Bishop Sheen also reached a nationwide audience by his television appearances.

Everett M. Dirksen (1896–). From Pekin, Senator Dirksen became minority leader of the Senate in 1959.

Adlai E. Stevenson (1900–). This former governor of Illinois, whose home is in Libertyville, was the Democratic presidential candidate in 1952 and 1956. He was appointed Ambassador to the United Nations in 1961.

Arthur J. Goldberg (1908–). A Chicago lawyer, he became Secretary of Labor in President Kennedy's Cabinet.

known comedian of radio and TV, who was born in Waukegan as Benny Kubelsky; and Harold "Red" Grange, born in Wheaton, the "Galloping Ghost" of the University of Illinois backfield in the early 1920's.

If you are interested in art or music, ballet or motion pictures, start your own list of Illinois men and women who have made names for themselves in one of those fields.

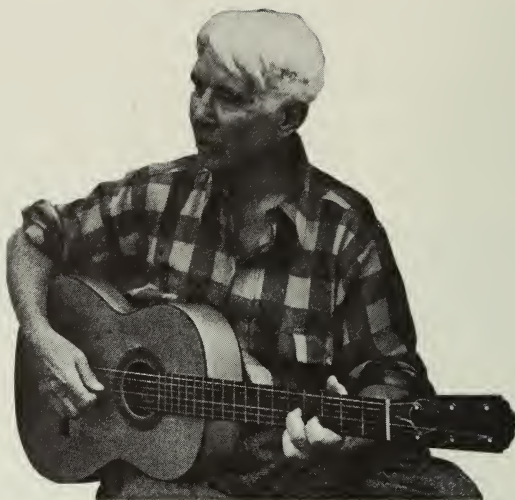
ILLINOIS AUTHORS

About the time of World War I, Chicago became the poetry capital of America. This was largely due to Harriet Monroe, who founded *Poetry: A Magazine of Verse* in 1912. She was a poet herself, but she is best known for the help and encouragement she gave to other poets. Many young American men and women first received recognition when their verses appeared in *Poetry*. Three who are of special interest to Illinois are Vachel Lindsay, Edgar Lee Masters, and Carl Sandburg.

Vachel Lindsay, of Springfield, wrote stirring poems that were meant to be read and chanted aloud—for example, "The Congo" and "General William Booth Enters Into Heaven." Lindsay also paid tribute to two great Illinoisans with "Abraham Lincoln Walks at Midnight" and "The Eagle That Is Forgotten." The latter is a memorial to Governor Altgeld, ending "To live in mankind is far more than to live in a name."

Edgar Lee Masters, of Petersburg, was the author of *Spoon River Anthology*, a series of poems that pictured the lives of an entire Illinois village.

The fame of Carl Sandburg, son of a Swedish blacksmith in Galesburg, has spread around the world, as poet, biographer, lecturer, and singer of folk songs. Many of his early poems were about Chicago. His prose masterpiece is a massive biography of Lincoln, which has been abridged for young people as *Abe Lincoln Grows Up*.



Carl Sandburg brought joy to young and old with his folk-song recitals. His favorite ballads are collected in "The American Songbag" and "New American Songbag."

Books for boys and girls. Several Illinois authors have specialized in writing books for young people. Well-known to teen-agers is Marguerite Henry (who lives on a farm near Wayne), author of exciting stories about horses. She won the 1949 Newbery Medal for *King of the Wind*. In the field of historical books for boys and girls, Genevieve Foster (Chicago) and Virginia Eifert (Springfield) are important.

Most distinguished author in this field was Clara Ingram Judson, of Evanston. She wrote numerous biographies of great American leaders and also stories about the courageous humble people who came here as immigrants. She saw our country "as a tapestry that is beautiful because the threads are varied and different." She felt deeply that "young people today need to know the truth about their country and the ideals on which it is founded." Her books portraying the work, the hopes, and the ideals of the American people have given pleasure to countless readers. In 1960 they won for her the highest honor in children's literature—the Laura Ingalls Wilder award, for a lasting and substantial contribution to children's books.

OTHER ILLINOIS AUTHORS

Mary Hartwell Catherwood (1847–1902). Of Hoopston and Danville, she wrote stories of America's past, including life of the early French settlers in Illinois.

Eugene Field (1850–1895). A Chicago newspaperman, he wrote many poems for children. There is a memorial to him in Lincoln Park.

Elbert Hubbard (1856–1915). Of Bloomington, he was once very popular for his inspirational essays.

Hamlin Garland (1860–1940). He worked in Chicago from 1898 to 1915 and wrote stories of pioneer life on the prairies.

Rachel Crothers (1878–1958). This playwright from Bloomington wrote many Broadway hits and won a Pulitzer Prize for drama.

Carl Van Doren (1885–1950) and Mark Van Doren (1894–). These

two brothers, of Hope, were famous editors and authors. Carl won a Pulitzer Prize for biography, and Mark a Pulitzer Prize for poetry.

Archibald MacLeish (1892–). This modern poet, from Glencoe, has won several Pulitzer Prizes. He has also held public office at the national level.

Ernest Hemingway (1898–1961). Born in Oak Park, he was noted for his novels and short stories. He won the Nobel Prize in literature in 1954.

Gwendolyn Brooks (1917–). This Chicago poet won a Pulitzer Prize in poetry. Her book, *Bronzeville Boys and Girls*, is a story for young people.

Lorraine Hansberry (1931–). Her play, *A Raisin in the Sun*, won the N.Y. Drama Critics' Circle award in 1959 and was later made into a motion picture. It has been published as a paperback book.

Have you ever thought of Lincoln as an author? He would probably have hooted at the idea that his words would be read and remembered by generation after generation of young Americans. Yet one of the gems of American literature that is most widely studied and memorized is his Gettysburg Address, which concludes:

—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from this earth.

Checking up

1. What are some of the fields in which Illinois men and women have become famous?
2. How did the reformers improve conditions after the Civil War? Give some examples to show how their work has had an effect on our lives today.
3. What stories or poems by Illinois authors have you read?

SEEING CHAPTER 9 AS A WHOLE

A chapter check-up

1. Have you ever visited Springfield? What did you see? What else would you enjoy seeing next time, now that you know more about state government?
2. Make a picture map of Chicago showing museums, libraries, universities, and other places that enrich the lives of the people.
3. Make a picture map of Illinois showing places of scenic and historic interest. Give additional details about some of the state parks, telling what birds and animals, flowers and trees can be seen there.
4. Which of these noted Illinois citizens were already familiar to you? Which of the ones new to you would you like to learn more about? Why?
5. List the reformers mentioned in this chapter. What were they trying to reform? Why was reform needed? Which of these fields still need

reform? What new fields have, or need, dedicated reformers today?

6. How do scientists and educators, writers and artists in many other fields (including architecture and entertainment) help to make our lives richer? Find examples to illustrate this among the Illinois men and women mentioned in this chapter.

Our Illinois heritage

Each year some Illinois boys and girls receive awards for their achievements in 4-H Clubs, Future Farmers of America, Junior Achievement, and similar organizations. For a time, *they* are noted Illinois citizens. And the things they accomplished to win the awards will help them continue to grow into useful, enterprising, and perhaps—some day—famous citizens. Our state and our nation need many such young people!

What other youth organizations can you name that contribute to the development of good and useful citizens? What award might you strive for that will give you a boost toward active participation in our democratic society? In what good cause might you get practice that will develop your appreciation of service for worthy causes? What contribution would *you* like to make to our Illinois heritage?

Did you know?

Did you know that many Illinois cities have some special feature or event in which they take great pride? Here are a few examples. Aurora boasts that one-fourth of the automobiles on the highways today use her safety glass. Decatur is the "soybean capital of the world." Tiny Cobden becomes a thriving market center during the peach harvest. Nauvoo invites guests to its grape festival in the fall. Thousands visit Lombard in lilac time. Galena has a weekend when many of its century-old homes are open to the public. Do you know of any others in your area?

Expanding your interests

1. Make a report on some Illinois city. Use what is given about Chicago and Springfield in this chapter as suggestions for deciding what to tell about the city you select.

2. Many issues of *Illinois History*, obtainable from the Illinois Historical Society, tell about noted people of Illinois. Often a whole issue is devoted to a special subject (labor, mining, agriculture) or to some classification of people (musicians, authors, immigrants). Choose one of these issues and report to the class on the people who were discussed in it.

3. In your local library, check the card catalog and/or the *Readers' Guide* for additional material on one of the men or women mentioned in this chapter. Or read one of the books of biography listed in the Appendix. Tell the class some interesting new details that you found.

4. You know that there is a statue of James Shields in the Hall of Columns, an annex of the better-known Statuary Hall. From the *World Almanac*, find out who represents Illinois in Statuary Hall. What other Illinoisan is honored in our national capitol? If your class had the opportunity to choose two people from our state to honor in this way, whom would you select?

Reviewing our Illinois heritage

1. Which of the people in Chapter 9 might have appeared in Chapter 2? Fit them into your time line, and then review important steps in the growth of our state. How does what you have learned about the history of Illinois give you a better understanding of these people? For example, why was it important that young James Shields be proficient in French as well as in English if he was to teach school successfully in Kaskaskia?

2. Which of the people in Chapter 9 were important primarily in the economic world? How did Illinois help them? How did they help Illinois? How did reading about these men add to your understanding of the economic importance of our state?

3. Many of the reforms that Illinois men and women fought for have now become an accepted part of government in our daily lives. From Chapters 4, 5, and 6, find examples of federal, state, and local agencies that put into practice the reforms urged by Jane Addams and other Hull House women; by Governor Altgeld; by John L. Lewis; by Upton Sinclair.

Appendix

Books for enrichment

Biography

Baker, Nina Brown, *Cyclone in Calico* (Little, Brown, 1952). The exciting story of "Mother" Bickerdyke, a Civil War nurse.

Capers, Gerald M., *Stephen A. Douglas, Defender of the Union* (Little, Brown, 1959).

Catton, Bruce, *U. S. Grant and the American Military Tradition* (Little, Brown, 1954).

Eifert, Virginia, *Louis Jolliet: Explorer of Rivers* (Dodd, Mead, 1961).

Ginger, Ray, *Altgeld's America* (Funk, Wagnall, 1958).

Havighurst, Walter, *George Rogers Clark* (McGraw-Hill, 1952).

Jackson, Donald (editor), *Black Hawk, an Autobiography* (University of Illinois Press, 1955).

Judson, Clara, *Abraham Lincoln, Friend of the People* (Follett, 1950).

——— *City Neighbor: the Story of Jane Addams* (Scribner, 1951).

——— *Mr. Justice Holmes* (Follett, 1956).

——— *Reaper Man: The Story of Cyrus Hall McCormick* (Follett, 1959). The pioneer of farm machinery and his factory in Chicago.

——— *Thomas Jefferson, Champion of the People* (Follett, 1952).

Nolan, Jeannette C., *La Salle and the Grand Enterprise* (Messner, 1951).

North, Sterling, *Abe Lincoln: Log Cabin to White House* (Random House, 1956).

Sandburg, Carl, *Abe Lincoln Grows Up* (Harcourt, Brace, 1928).

Government

Commager, Henry S., *The Great Declaration; a Book for Young Americans* (Bobbs-Merrill, 1958). A dramatic description of the discussions and debates that preceded the final writing of the Declaration of Independence.

Commager, Henry S. and Nevins, Allan, *The Heritage of America* (Little, Brown, 1951). Page 191 of this text gives excerpts from the Articles of Confederation.

Findlay, Bruce A. and Esther B., *Your Magnificent Declaration* (Holt, Rinehart, and Winston, 1961). Graphic illustrations accompanying a phrase-by-phrase explanation.

——— *Your Rugged Constitution* (Stanford University Press, 1950).

Fisher, Dorothy Canfield, *Our Independence and the Constitution* (Random House, 1950). A fictional account of the events surrounding the writing of the Constitution.

Johnson, Gerald W., *The Presidency* (Morrow, 1962). The first of a trilogy on our three branches of government.

Posey, Rollin B., *The Constitution of Illinois* (Row, Peterson, 1956).

Weingast, David, *We Elect a President* (Messner, 1962). Using the 1960 election as a focus, this book discusses the nominating convention, the presidential election, and the power and purpose of political leadership.

Welch, Joseph, *The Constitution* (Houghton Mifflin, 1956).

Witty, Paul and Kohler, Julilly, *You and the Constitution of the United States* (Childrens Press, 1948). Constitutional history brought to life with many fine drawings and cartoons.

History and Geography

Blatchford, Frances L. and Erminger, Lila W., *Illinois Grows Up* (McClurg, 1941). Stories of Illinois history, "from A to Z."

Eifert, Virginia, *Out of the Wilderness* (Dodd, Mead, 1956).

Foster, Genevieve, *Birthdays of Freedom* (Book 2) (Scribner, 1957). A vivid account of great events in the growth of freedom, up to July 4, 1776.

Fox, Mary Virginia, *Ambush at Fort Dearborn* (St. Martin's Press, 1962). A stirring novel of pioneer days, which tells of a 14-year-old boy's bravery when captured by the Indians.

Gray, James, *The Illinois* (Farrar, Rinehart, 1949). One of the "Rivers of America" series.

Hansen, Harry, *The Chicago* (Farrar, Rinehart, 1942).

——— *The Story of Illinois* (Garden City, 1956).

Johnson, Gerald W., *America Is Born* (Morrow, 1959). A lively history of the period from the discovery of America to the Constitutional Convention of 1787.

Judson, Clara, *The Lost Violin* (Follett, 1958). Fictional account of a family of immi-

grants who come from Bohemia to settle in Chicago in 1892.

——— *St. Lawrence Seaway* (Follett, 1959).

Kelly, Regina, *Lincoln and Douglas, the Years of Decision* (Random House, 1954).

Kjelgaard, Jim, *The Explorations of Père Marquette* (Random House, 1951).

Marshall, Helen E., *Grandest of Enterprises—Illinois State Normal University, 1857–1957* (Lakeside Press, 1956).

Monaghan, Jay, *This Is Illinois* (University of Chicago Press, 1949).

Pease, Theodore C., *The Story of Illinois* (University of Chicago Press, 1949).

Wilson, William E., *The Wabash* (Farrar, Rinehart, 1940).

Free or Inexpensive Materials

Chronology of Illinois History (Secretary of State's Office).

Illinois Blue Book (Secretary of State's Office).

Illinois' Constitutional Dilemma (League of Women Voters of Illinois, 67 E. Madison, Chicago 2).

Illinois History (Illinois State Historical Society, Springfield). A magazine for young people.

Illinois Voters' Handbook (League of Women Voters of Illinois, 67 E. Madison, Chicago 2).

Know Your Courts (Chicago Bar Association, 59 E. Madison, Chicago 2).

Stories from Illinois History (Illinois State Historical Society, Springfield). A pamphlet series.

Ten Tours Through Illinois Scenic Adventureland (Illinois Information Service, Room 406, State Capitol). These tours cover every one of the state's parks, memorials, and conservation areas. Illustrations and maps.

The Great Seal of Illinois and Other Official State Symbols (Secretary of State's Office).

This Is Cook County and Key to Chicago Government (Citizen Information Service of Metropolitan Chicago, 59 E. Madison, Chicago 2).

CITIES OF ILLINOIS *

1	Chicago	3,550,404
2	Rockford	126,706
3	Peoria	103,162
4	Springfield	83,271
5	East St. Louis	81,712
6	Evanston	79,283
7	Decatur	78,004
8	Cicero	69,130
9	Joliet	66,780
10	Aurora	63,715
11	Oak Park	61,093
12	Skokie	59,364
13	Waukegan	55,719
14	Berwyn	54,224
15	Rock Island	51,863
16	Champaign	49,583
17	Elgin	49,447
18	Quincy	43,793
19	Alton	43,047
20	Moline	42,705
21	Danville	41,856
22	Granite City	40,073
23	Belleville	37,264
24	Galesburg	37,243
25	Elmhurst	36,991
26	Bloomington	36,271
27	Des Plaines	34,886
28	Chicago Heights	34,331
29	Park Ridge	32,659
30	Park Forest	29,993
31	Harvey	29,071
32	Wilmette	28,268
33	Pekin	28,146
34	Arlington Heights	27,878
35	Kankakee	27,666
36	Oak Lawn	27,471
37	Maywood	27,330
38	Urbana	27,294
39	Freeport	26,628
40	Highland Park	25,532
41	Calumet City	25,000

* With populations of 25,000 or more; 1960 census.

Elected governors of Illinois

Shadrach Bond 1818–1822

Capital removed from Kaskaskia to Vandalia. State bank created.

Population (1820), 55,211.

Edward Coles 1822–1826

Attempt to make Illinois a slave state defeated.

Lafayette visited Illinois (1825) and was entertained with a banquet and ball at Kaskaskia.

First effort to establish free schools (1825).

Ninian Edwards 1826–1830

He had been an appointed territorial governor (1809–18).

“Salt Reservation” (40,000 acres) sold. Half of the money was used to establish first state penitentiary at Alton (built 1827). Remainder used to build roads and to clear rivers for navigation.

John Reynolds 1830–1834

Winter of the Deep Snow (1830–31). Wildlife suffered. Buffalo moved west and were never seen in Illinois again.

Black Hawk War.

Reynolds resigned 15 days before his term ended to take seat in Congress. Acting Lt. Governor **William L. D. Ewing** finished the term.

Population (1830), 157,445. One-half of population still in the southern fifth of the state.

Joseph Duncan 1834–1838

First Illinois-Michigan Canal Commission appointed.

Springfield chosen as state capital (1837). Plans for internal improvements failed to pass.

Thomas Carlin 1838–1842

Capitol in Springfield first used at 1839 session of General Assembly.

First steam locomotive in state ran from Meredosia to Jacksonville (1838).

Illinois State Library created.

Population (1840), 476,183.

Thomas Ford 1842–1846

Joseph Smith, leader of Mormons, killed.

Augustus C. French 1846–1853

Five Illinois regiments sent to fight in Mexican War.

Second state constitution, ratified in 1848, provided for township organization. French, who had served two years under 1818 constitution, was re-elected for a four-year term under the new constitution.

First telegram received in Chicago (1848).

First boat passed through the Illinois-Michigan Canal (1848).

First free public high school opened in Jacksonville (1851).

Construction of Illinois Central Railroad begun (1851).

Population (1850), 851,470. Thousands of German and Irish immigrants had settled in the state during the 1840's.

Joel A. Matteson 1853–1857

Free public school system established.

Illinois branch of “Underground Railroad” aided many slaves escaping from the South.

William H. Bissell 1857–1861

Illinois State Normal University established (1857).

Lincoln-Douglas debates (1858).

Bissell died in office, and Lt. Governor **John Wood** completed his term (March 1860—January 1861).

Population (1860), 1,711,951.

Richard Yates 1861–1865

Civil War. Illinois troops fought in battles of Fort Donelson, Shiloh, Corinth, Vicksburg, Chickamauga, Chattanooga, and Atlanta.

Total of Illinois soldiers killed in Civil War: 34,834.

Richard J. Oglesby 1865–1869

Lincoln funeral train reached Springfield, May 3, 1865.

Construction of new Capitol begun (1867).

University of Illinois chartered in 1867, opened in 1868.

John M. Palmer 1869–1873

Board of Public Charities established. Second insane asylum established at Elgin.

Second normal school opened at Carbondale.

Present state constitution adopted (1870).

Chicago Fire (1871).

Population (1870), 2,539,891. More people still engaged in farming than in all other occupations.

Richard J. Oglesby 1873–1877

Oglesby resigned after ten days in office to become U.S. Senator. Lt. Governor **John L. Beveridge** served out the term.

Grange movement became important.

Eads Bridge opened at East St. Louis (1874).

Shelby M. Cullom 1877–1885

Strikes by railroad workers brought violence in Chicago, East St. Louis, Peoria, and Decatur (1877).

Cullom resigned (1883) to become U.S. Senator. Lt. Governor **John M. Hamilton** completed the term.

A compulsory school attendance law passed, and the first training school for boys was established.

Population (1880), 3,077,871.

Richard J. Oglesby 1885–1889

Illinois's first three-term governor.

Soldiers' and Sailors' Home established at Quincy.

Haymarket Square riot in Chicago (1886).

Joseph W. Fifer 1889–1893

Construction of Sanitary Canal begun (1892).

Population (1890), 3,826,352. One-third of population living on farms.

John P. Altgeld 1893–1897

World Columbian Exposition in Chicago (1893).

Two new normal schools established at Charleston and De Kalb.

"Altgeld architecture." Buildings in castle-like style constructed on state college campuses.

John R. Tanner 1897–1901

Pardon Board created.

Western Normal established at Macomb.

State game commissioner and wardens appointed to enforce laws on wildlife conservation.

New laws restricted child labor and improved factory sanitation.

Population (1900), 4,821,550.

Richard Yates, Jr. 1901–1905

First Illinois governor born in the state. Son of former governor.

Illinois Farmers Institute established.

Charles S. Deneen 1905–1913

Civil Service law (1905).

Local option law (1907) permitted townships (or precincts of counties not organized in townships) to exclude the sale of intoxicating liquors by popular vote.

Illinois voters approved a \$20,000,000 bond issue for a deep waterway from the Chicago Drainage Canal to the Illinois River. Work delayed by opposition of federal government.

Population (1910), 5,638,591.

Edward F. Dunne 1913–1917

First state aid fund for road construction supported by taxes on automobiles.

Additional \$5,000,000 appropriated for deep waterway, but Congress still withheld consent.

Improvements in safety regulations in factories and mines. Pure food laws enforced.

Partial suffrage for women (1913).

Frank O. Lowden 1917–1921

Over a hundred commissions reorganized into nine code departments.

World War I. Illinois registered 600,000 men for military service. About half were called for active duty, including the 33rd Division made up of National Guard units. Most brilliant record of any Illinois unit was made by the 149th Field Artillery of the 42nd ("Rainbow") Division.

State Centennial celebrated in Springfield (1918). Cornerstone laid for the Centennial Building.

Illinois Waterway Bill, calling for a deep waterway from Lockport to Utica, approved (1919).

Population (1920), 6,485,280. Only one-quarter of state's people living on farms.

Len Small 1921–1929

"Hard road" construction began in earnest as materials became available after the war. Second bond issue for roads—\$100,000,000 in 1924—got Illinois "out of the mud."

Community High Schools were organized in large numbers.

Tornado of April 18, 1925, caused widespread destruction, leaving 835 dead and 3,000

injured in the Murphysboro–West Frankfort area.

Louis L. Emmerson 1929–1933

Years of the Great Depression.

President Herbert Hoover rededicated the remodeled Lincoln Tomb on June 17, 1931.

Pere Marquette, largest of our state parks, acquired in 1932.

Population (1930), 7,630,654.

Henry Horner 1933–1941

Completion of Illinois Deep Waterway marked by arrival in Chicago of first barges from New Orleans (June 22, 1933).

Century of Progress Exposition in Chicago (1933–34).

Great Depression brought hunger and hardship to many people.

Welfare work made large-scale improvements in state parks under Superintendent George H. Luker. Several new parks were acquired.

New Salem State Park dedicated. Governor Horner, a Lincoln scholar, was chief speaker.

First permanent registration law for voters of Chicago and certain downstate cities.

Archives Building completed (1938).

Illinois ranked fourth among oil-producing states in 1939.

Governor Horner died on October 6, 1940, and Lt. Governor **John H. Stelle** completed the term.

Population (1940), 7,897,241.

Dwight H. Green 1941–1949

World War II. Special session of the General Assembly (Dec. 18, 1941) called to put Illinois on a war footing.

Seven ordnance plants set up in Illinois. Rock Island Arsenal played an important part as a research center, developing war materials.

U.S. Naval Training Station at Great Lakes trained one-third of the Navy's enlisted personnel. Scott Field, Chanute Field, and the Glenview Naval Aviation Base each trained many airmen.

Almost 960,000 men and women from Illinois served in some branch of the armed forces. There were 27,000 casualties.

Illinois Neuropsychiatric Institute hospital dedicated in Chicago (1946).

First State Fair since the war, opened in August, 1946. The War Department had used the fairgrounds during the war.

A Railroad Fair in Chicago commemorated 100 years of railroad progress in Illinois (1948).

A Department of Aeronautics was added to the code departments (1948).

Adlai E. Stevenson 1949–1953

The 250th anniversary of the founding of the first permanent white settlement in Illinois was celebrated at Cahokia (May 15–22, 1949).

Gateway Amendment (1950).

First state tuberculosis hospital dedicated at Mount Vernon, May 14, 1951.

Large appropriations for highway construction (1951). In the same year, legislation was enacted permitting city manager form of government.

Reorganization of Illinois State Police. New laws provided tenure and a non-partisan merit board to select qualified candidates for appointment to the force.

Population (1950), 8,712,176.

William G. Stratton 1953–1961

Program of interior reconstruction and renovation of the Capitol (1953).

State Toll Highway Commission created (1953).

First use of the "Land of Lincoln" slogan on Illinois licenses in 1954; it became the official state slogan in 1955.

A new State Office Building completed (1955).

In 1957, a new code Department of Personnel went into operation. The legislature provided for another, the Department of Financial Institutions.

Reform of Justice of Peace laws (1959–60).

Population (1960), 10,081,158.

Otto Kerner 1961–

New Department of Mental Health supersedes Department of Public Welfare (1961). Fair Employment Practices Law passed.

Construction under way on new Illinois State Museum.

Reapportionment of Congressional Districts in special session (1961). This session also passed legislation adding 17 judges to the Superior Court of Cook County in 1962.

Counties of Illinois

County Name	Date Organized	Area Sq. Mi.	Population 1960 Census	Named for	County Seat
Adams	1825	866	68,467	John Quincy Adams	Quincy
Alexander	1819	224	16,061	Member of early General Assemblies	Cairo
Bond	1817	383	14,060	Shadrach Bond	Greenville
Boone	1837	283	20,326	Daniel Boone	Belvidere
Brown	1839	307	6,210	Gen. Jacob Brown, War of 1812	Mount Sterling
Bureau	1837	868	37,594	Pierre de Bureau, French fur trader	Princeton
Calhoun	1835	259	5,933	John C. Calhoun	Hardin
Carroll	1839	468	19,507	Charles Carroll of Carrollton, a signer of the Declaration of Independence	Mount Carroll
Cass	1837	370	14,539	Gen. Lewis Cass, a member of Jackson's Cabinet	Virginia
Champaign	1833	1,000	132,436	A county in Ohio	Urbana
Christian	1839	709	37,207	A county in Kentucky	Taylorville
Clark	1819	505	16,546	George Rogers Clark	Marshall
Clay	1824	464	15,815	Henry Clay	Louisville
Clinton	1824	498	24,029	De Witt Clinton, N.Y. governor, of Erie Canal fame	Carlyle
Coles	1830	507	42,860	Edward Coles, second governor of Illinois	Charleston
Cook	1831	954	5,129,725	Daniel Pope Cook	Chicago
Crawford	1816	442	20,751	William Crawford, Secretary of War at that time	Robinson
Cumberland	1843	347	9,936	Road and gap used by pioneers	Toledo
De Kalb	1837	636	51,714	Baron De Kalb, of Revolutionary War fame	Sycamore
De Witt	1839	399	17,253	De Witt Clinton	Clinton
Douglas	1859	420	19,243	Stephen A. Douglas	Tuscola
Du Page	1839	331	313,459	River named by the French	Wheaton
Edgar	1823	628	22,550	John Edgar, pioneer American merchant in old Kaskaskia	Paris
Edwards	1814	225	7,940	Ninian Edwards	Albion
Effingham	1831	483	23,107	British officer who resigned commission to avoid fighting against American colonists	Effingham
Fayette	1821	718	21,946	Marquis de Lafayette	Vandalia
Ford	1859	488	16,606	Governor Thomas Ford	Paxton
Franklin	1818	434	39,281	Benjamin Franklin	Benton
Fulton	1823	874	41,954	Robert Fulton	Lewistown
Gallatin	1812	328	7,638	Albert Gallatin, in Jefferson's Cabinet	Shawneetown
Greene	1821	543	17,460	Gen. Nathaniel Greene, of American Revolution	Carrollton
Grundy	1841	432	22,350	Felix Grundy, in Van Buren's Cabinet	Morris
Hamilton	1821	435	10,010	Alexander Hamilton	McLeansboro
Hancock	1825	797	24,574	John Hancock	Carthage
Hardin	1839	183	5,879	A county in Kentucky; General Hardin, killed in Indian fighting	Elizabethtown
Henderson	1841	381	8,237	A county in Kentucky; Richard Henderson, who organized Daniel Boone's expedition into Kentucky	Oquawka
Henry	1825	826	49,317	Patrick Henry	Cambridge
Iroquois	1833	1,122	33,562	Indian invaders from the East	Watseka
Jackson	1816	603	42,151	Andrew Jackson	Murphysboro

Counties of Illinois

County Name	Date Organized	Area Sq. Mi.	Population 1960 Census	Named for	County Seat
Jasper	1831	495	11,346	Revolutionary War sergeant, hero of a tale by Parson Weems	Newton
Jefferson	1819	574	32,315	Thomas Jefferson	Mount Vernon
Jersey	1839	574	17,023	New Jersey	Jerseyville
Jo Daviess	1827	614	21,821	Orator and lawyer, killed in Battle of Tippecanoe	Galena
Johnson	1812	345	6,928	Hero of Battle of Thames	Vienna
Kane	1836	516	208,246	Elias Kent Kane	Geneva
Kankakee	1853	680	92,063	Indian name, first used for the river	Kankakee
Kendall	1841	320	17,540	Amos Kendall, member of Jackson's "Kitchen Cabinet"	Yorkville
Knox	1825	728	61,280	Henry Knox, Revolutionary War general and member of Washington's Cabinet	Galesburg
La Salle	1831	1,153	110,800	Sieur de La Salle	Ottawa
Lake	1839	457	293,656	Lake Michigan	Waukegan
Lawrence	1821	374	18,540	Capt. James Lawrence, who said, "Don't give up the ship!"	Lawrenceville
Lee	1839	729	38,749	Richard Henry Lee	Dixon
Livingston	1837	1,043	40,341	Edward Livingston, in Jackson's Cabinet	Pontiac
Logan	1839	622	33,656	Dr. John Logan, pioneer physician and father of Civil War general	Lincoln
Macon	1829	577	118,257	Nathaniel Macon, North Carolina congressman	Decatur
Macoupin	1829	872	43,524	Indian name of a creek, means "white potato"	Carlinville
Madison	1812	731	224,689	James Madison	Edwardsville
Marion	1823	580	39,349	Francis Marion, the "Swamp Fox" of the American Revolution	Salem
Marshall	1839	395	13,334	John Marshall, first Chief Justice of the Supreme Court	Lacon
Mason	1841	541	15,193	A county in Kentucky; George Mason, who wrote Virginia Bill of Rights	Havana
Massac	1843	246	14,341	French fort on Ohio River	Metropolis
McDonough	1826	582	28,928	Com. Thomas McDonough, War of 1812	Macomb
McHenry	1836	611	84,210	Gen. William McHenry, War of 1812, member of General Assembly	Woodstock
McLean	1830	1,173	83,877	John McLean, Shawneetown businessman and U.S. Senator	Bloomington
Menard	1839	312	9,248	Pierre Menard, French fur trader	Petersburg
Mercer	1825	556	17,149	Gen. Hugh Mercer, Revolutionary War hero	Aledo
Monroe	1816	380	15,507	James Monroe	Waterloo
Montgomery	1821	706	31,244	Gen. Richard Montgomery, killed in attack on Quebec, 1775	Hillsboro
Morgan	1823	595	36,571	Gen. Daniel Morgan, Revolutionary War hero	Jacksonville
Moultrie	1843	345	13,635	Gen. William Moultrie, Revolutionary War hero	Sullivan

Counties of Illinois

County Name	Date Organized	Area Sq. Mi.	Population 1960 Census	Named for	County Seat
Ogle	1836	757	38,106	Lt. Joseph Ogle, War of 1812	Oregon
Peoria	1825	624	189,044	Indian name, one of Illini tribes	Peoria
Perry	1827	433	19,184	Oliver H. Perry, War of 1812	Pinckneyville
Piatt	1841	437	14,960	Benjamin Piatt, Attorney General of Illinois Territory	Monticello
Pike	1821	829	20,552	Zebulon Pike, explorer	Pittsfield
Pope	1816	381	4,061	Nathaniel Pope, Illinois Territory's delegate to Congress	Golconda
Pulaski	1843	204	10,490	Casimir Pulaski, Polish hero of American Revolution	Mound City
Putnam	1825	166	4,570	Gen. Israel Putnam, Revolutionary War hero	Hennepin
Randolph	1795	594	29,988	Edmund Randolph, in Washington's Cabinet	Chester
Richland	1841	364	16,299	A county in Ohio	Olney
Rock Island	1831	420	150,991	An island in the Mississippi River	Rock Island
St. Clair	1790	670	262,509	Arthur St. Clair, first governor of Northwest Territory	Belleville
Saline	1847	384	26,227	Saline Creek, site of early salt works	Harrisburg
Sangamon	1821	880	146,539	Indian name of river, means "chief"	Springfield
Schuyler	1825	434	8,746	Gen. Philip Schuyler, Revolutionary War hero	Rushville
Scott	1839	251	6,377	A county in Kentucky; Charles Scott, governor of Kentucky	Winchester
Shelby	1827	772	23,404	Isaac Shelby, first governor of Kentucky	Shelbyville
Stark	1839	291	8,152	Gen. John Stark, Revolutionary War hero	Toulon
Stephenson	1837	568	46,207	Col. Benjamin Stephenson, War of 1812	Freeport
Tazewell	1827	653	99,789	L. W. Tazewell, U.S. Senator from Virginia	Pekin
Union	1818	414	17,645	Site of joint revival meeting of Baptists and Dunkards	Jonesboro
Vermilion	1826	898	96,176	Vermilion River	Danville
Wabash	1824	221	14,047	Indian name of the river	Mount Carmel
Warren	1825	542	21,587	Joseph Warren, sent Paul Revere on his famous ride	Monmouth
Washington	1818	565	13,569	George Washington	Nashville
Wayne	1819	715	19,008	Gen. Anthony Wayne	Fairfield
White	1815	501	19,373	Capt. Leonard White, member of convention that wrote Illinois's first constitution	Carmi
Whiteside	1836	690	59,887	Samuel Whiteside, member of first General Assembly	Morrison
Will	1836	845	191,617	Conrad Will, in Illinois constitutional convention of 1818	Joliet
Williamson	1839	449	46,117	A county in Tennessee	Marion
Winnebago	1836	529	209,765	An Indian name	Rockford
Woodford	1841	528	24,579	A county in Kentucky	Eureka

Constitution of the State of Illinois

Adopted in Convention at Springfield,
May 13, A.D. 1870 (as amended) *

PREAMBLE

We, the people of the State of Illinois—grateful to Almighty God for the civil, political and religious liberty which He hath so long permitted us to enjoy, and looking to Him for a blessing upon our endeavors to secure and transmit the same unimpaired to succeeding generations—in order to form a more perfect government, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessing of liberty to ourselves and our posterity, do ordain and establish this constitution for the State of Illinois.

ARTICLE I Boundaries

The boundaries and jurisdiction of the State shall be as follows, to-wit: Beginning at the mouth of the Wabash River, thence up the same, and with the line of Indiana to the northwest corner of said state; thence east with the line of the same state, to the middle of Lake Michigan; thence north along the middle of said lake to north latitude forty-two degrees and thirty minutes, thence west to the middle of the Mississippi River; and thence down along the middle of that river to its confluence with the Ohio River, and thence up the latter river along its northwestern shore to the place of beginning: *Provided*, that this State shall exercise such jurisdiction upon the Ohio River as she is now entitled to, or such as may hereafter be agreed upon by this State and the State of Kentucky.

ARTICLE II Bill of Rights

1. All men are by nature free and independent, and have certain inherent and in-

* The Constitution of Illinois does not list amendments separately. Instead, amendments are incorporated in the body of the constitution where applicable.

alienable rights—among these are life, liberty and the pursuit of happiness. To secure these rights and the protection of property, governments are instituted among men, deriving their just powers from the consent of the governed.

2. No person shall be deprived of life, liberty or property without due process of law.

3. The free exercise and enjoyment of religious profession and worship, without discrimination shall forever be guaranteed; and no person shall be denied any civil or political right, privilege or capacity on account of his religious opinions; but the liberty of conscience hereby secured shall not be construed to dispense with oaths or affirmations, excuse acts of licentiousness, or justify practices inconsistent with the peace or safety of the State. No person shall be required to attend or support any ministry or place of worship against his consent, nor shall any preference be given by law to any religious denomination or mode of worship.

4. Every person may freely speak, write and publish on all subjects, being responsible for the abuse of that liberty; and in all trials for libel, both civil and criminal, the truth published with good motives and for justifiable ends, shall be a sufficient defense.

5. The right of trial by jury as heretofore enjoyed, shall remain inviolate; but the trial of civil cases before justices of the peace by a jury of less than twelve men, may be authorized by law.

6. The right of the people to be secure in their persons, houses, papers and effects, against unreasonable searches and seizures, shall not be violated; and no warrant shall issue without probable cause, supported by affidavits, particularly describing the place to be searched, and the person or things to be seized.

7. All persons shall be bailable by sufficient sureties, except for capital offenses where the proof is evident or the presumption great; and the privilege of the writ of *habeas corpus* shall not be suspended, unless when in cases of rebellion or invasion the public safety may require it.

8. No person shall be held to answer for a criminal offense unless on indictment of a grand jury, except in cases in which the punishment is by fine, or imprisonment otherwise than in the penitentiary, in cases of impeachment, and in cases arising in the army and navy, or in the militia when in actual service in time of war or public danger: *Provided*, that the grand

jury may be abolished by law in all cases.

9. In all criminal prosecutions the accused shall have the right to appear and defend in person and by counsel; to demand the nature and cause of the accusation, and to have a copy thereof; to meet the witnesses face to face, and to have process to compel the attendance of witnesses in his behalf, and a speedy public trial by an impartial jury of the county or district in which the offense is alleged to have been committed.

10. No person shall be compelled in any criminal case to give evidence against himself or be twice put in jeopardy for the same offense.

11. All penalties shall be proportioned to the nature of the offense; and no conviction shall work corruption of blood or forfeiture of estate; nor shall any person be transported out of the State for any offense, committed within the same.

12. No person shall be imprisoned for debt, unless upon refusal to deliver up his estate for the benefit of his creditors, in such manner as shall be prescribed by law; or in case where there is strong presumption of fraud.

13. Private property shall not be taken or damaged for public use without just compensation. Such compensation when not made by the State, shall be ascertained by a jury, as shall be prescribed by law. The fee of land taken for railroad tracks, without consent of the owners thereof, shall remain in such owners, subject to the use for which it is taken.

14. No *ex post facto* law, or law impairing the obligations of contracts or making any irrevocable grant of special privilege or immunities shall be passed.

15. The military shall be in strict subordination to the civil power.

16. No soldier shall, in time of peace, be quartered in any house without the consent of the owner; nor in time of war except in the manner prescribed by law.

17. The people have the right to assemble in a peaceful manner to consult for the common good, to make known their opinions to their representatives, and to apply for redress of grievances.

18. All elections shall be free and equal.

19. Every person ought to find a certain remedy in the laws for all injuries and wrongs which he may receive in his person, property or reputation; he ought to obtain, by law, right and justice freely, and without being obliged to

purchase it, completely and without denial, promptly and without delay.

20. A frequent recurrence to the fundamental principles of civil government is absolutely necessary to preserve the blessings of liberty.

ARTICLE III

Distribution of Powers

The powers of the government of this State are divided into three distinct departments—the Legislative, Executive and Judicial; and no person or collection of persons, being one of these departments, shall exercise any power properly belonging to either of the others, except as hereinafter expressly directed or permitted.

ARTICLE IV

Legislative Department

1. The legislative power shall be vested in a General Assembly, which shall consist of a Senate and House of Representatives, both to be elected by the people.

2. An election for members of the General Assembly shall be held on the Tuesday next after the first Monday in November, in the year of our Lord one thousand eight hundred and seventy, and every two years thereafter, in each county, at such places therein as may be provided by law. When vacancies occur in either house, the Governor, or person exercising the powers of Governor, shall issue writs of election to fill such vacancies.

Eligibility and Oath

3. No person shall be a senator who shall not have attained the age of 25 years or a representative who shall not have attained the age of 21 years. No person shall be a senator or representative who shall not be a citizen of the United States and who shall not have been for five years a resident of this State, and for two years next preceding his election a resident within the territory forming the district from which he is elected. No judge or clerk of any court, Secretary of State, Attorney General, State's attorney, recorder, sheriff, or collector of public revenues, members of either house of Congress, or persons holding any lucrative office under the United States or this State, or any foreign government, shall have a seat in the General Assembly; *Provided*, that appointments in the militia, and the offices of notary public and justice of the peace shall not be considered lucra-

tive. Nor shall any person holding any office of honor or profit under any foreign government, or under the government of the United States, (except postmasters whose annual compensation does not exceed the sum of \$300.00) hold any office of honor or profit under the authority of this State.

4. No person who has been, or hereafter shall be convicted of bribery, perjury or other infamous crime, nor any person who has been or may be a collector or holder of public moneys, who shall not have accounted for and paid over, according to law, all such moneys due from him, shall be eligible to the General Assembly, or to any office of profit or trust in this State.

5. Members of the General Assembly before they enter upon their official duties, shall take and subscribe the following oaths or affirmations:

"I do solemnly swear (or affirm) that I will support the Constitution of the United States and the Constitution of the State of Illinois, and will faithfully discharge the duties of Senator (or Representative) according to the best of my ability; and that I have not knowingly or intentionally paid or contributed anything, or made any promise in the nature of a bribe to directly or indirectly influence any vote at the election at which I was chosen to fill the said office, and have not accepted, nor will I accept or receive, directly or indirectly, any money or other valuable thing from any corporation, company or person for any vote or influence I may give or withhold on any bill, resolution or appropriation, or for any other official act."

This oath shall be administered by a judge of the Supreme or circuit court in the hall of the house to which the member is elected, and the Secretary of State shall record and file the oath subscribed by each member. Any member who shall refuse to take the oath herein prescribed shall forfeit his office, and every member who shall be convicted of having sworn falsely to, or of violating his said oath, shall forfeit his office and be disqualified thereafter from holding any office of profit or trust in this State.

(Sections 6, 7, and 8 deal with the apportionment of State Senators and Representatives and with redistricting. See pages 90 and 92-93.)

Time of Meeting and General Rules

9. The sessions of the General Assembly shall commence at 12:00 o'clock noon, on the

Wednesday next after the first Monday in January, in the year next ensuing the election of members thereof, and at no other time, unless as provided by this Constitution. A majority of the members elected to each house shall constitute a quorum. Each house shall determine the rules of its proceedings, and be the judge of the election, returns and qualifications of its members; shall choose its own officers; and the Senate shall choose a temporary president to preside when the Lieutenant Governor shall not attend as president, or shall act as Governor. The Secretary of State shall call the House of Representatives to order at the opening of each new assembly, and preside over it until a temporary presiding officer thereof shall have been chosen and shall have taken his seat. No member shall be expelled by either house, except by a vote of two-thirds of all the members elected to that house, and no member shall be twice expelled for the same offense. Each house may punish by imprisonment any person, not a member, who shall be guilty of disrespect to the house by disorderly or contemptuous behavior in its presence. But such imprisonment shall not extend beyond twenty-four hours at one time, unless the person shall persist in such disorderly or contemptuous behavior.

10. The doors of each house and of committees of the whole shall be kept open, except in such cases as, in the opinion of the house, require secrecy. Neither house shall, without the consent of the other, adjourn for more than two days, or to any other place than that in which the two houses shall be sitting. Each house shall keep a journal of its proceedings, which shall be published. In the Senate, at the request of two members, the yeas and nays shall be taken on any question, and entered upon the journal. Any two members of either house shall have liberty to dissent from and protest, in respectful language, against any act or resolution which they think injurious to the public or to any individual, and have the reasons of their dissent entered upon the journals.

Style of Laws and Passage of Bills

11. The style of laws in this State shall be: "*Be it enacted by the People of the State of Illinois, represented in the General Assembly.*"

12. Bills may originate in either house, but may be altered, amended or rejected by the other; and, on the final passage of all bills, the vote shall be by yeas and nays, upon each bill

separately, and shall be entered upon the journal; and no bill shall become a law without the concurrence of a majority of the members elected to each house.

13. Every bill shall be read at large on three different days, in each house; and the bill and all amendments thereto shall be printed before the vote is taken on its final passage; and every bill, having passed both houses, shall be signed by the Speakers thereof. No act hereafter passed shall embrace more than one subject and that shall be expressed in the title. But if any subject shall be embraced in an act which shall not be expressed in the title, such act shall be void only as to so much thereof as shall not be so expressed; and no law shall be revived or amended by reference to its title only, but the law revived, or the section amended, shall be inserted at length in the new act. And no act of the General Assembly shall take effect until the first day of July next after its passage, unless, in case of emergency (which emergency shall be expressed in the preamble or body of the act), the General Assembly shall, by a vote of two-thirds of all the members elected to each house, otherwise direct.

Privileges and Disabilities

14. Senators and Representatives shall, in all cases, except treason, felony or breach of the peace, be privileged from arrest during the session of the General Assembly, and in going to and returning from the same; and for any speech or debate in either house, they shall not be questioned in any other place.

15. No person elected to the General Assembly shall receive any civil appointment within the State from the Governor, the Governor and Senate, or from the General Assembly, during the term for which he shall have been elected, and all such appointments and all votes given for any such members for any such office or appointment, shall be void; nor shall any member of the General Assembly be interested, either directly or indirectly, in any contract with the State, or any county thereof, authorized by any law passed during the term for which he shall have been elected, or within one year after the expiration thereof.

Public Moneys and Appropriations

16. The General Assembly shall make no appropriations of money out of the treasury in any private law. Bills making appropriations for

the pay of members and officers of the General Assembly, and for the salaries of the officers of the government shall contain no provision on any other subject.

17. No money shall be drawn from the treasury except in pursuance of an appropriation made by law, and on the presentation of a warrant issued by the Auditor thereon; and no money shall be diverted from any appropriation made for any purpose, or taken from any fund whatever, either by joint or separate resolution. The Auditor shall, within sixty days after the adjournment of each session of the General Assembly, prepare and publish a full statement of all money expended at such session, specifying the amount of each item, and to whom and for what paid.

18. Each General Assembly shall provide for all the appropriations necessary for the ordinary and contingent expenses of the government until the expiration of the first fiscal quarter after the adjournment of the next regular session, the aggregate amount of which shall not be increased without a vote of two-thirds of the members elected to each house, nor exceed the amount of revenue authorized by law to be raised in such time; and all appropriations, general or special, requiring money to be paid out of the State treasury, from funds belonging to the State, shall end with such fiscal quarter: *Provided*, the State may, to meet casual deficits or failures in revenues, contract debts, never to exceed in the aggregate two hundred and fifty thousand dollars; and moneys thus borrowed shall be applied to the purpose for which they were obtained, or to pay the debt thus created, and to no other purpose; and no other debt, except for the purpose of repelling invasion, suppressing insurrection, or defending the State in war (for payment of which the faith of the State shall be pledged) shall be contracted, unless the law authorizing the same shall, at a general election, have been submitted to the people and have received a majority of the votes cast for members of the General Assembly at such election. The General Assembly shall provide for the publication of said law for three months, at least, before the vote of the people shall be taken upon the same; and provision shall be made, at the time, for the payment of interest annually, as it shall accrue, by a tax levied for the purpose, or from other sources of revenue; which law, providing for the payment of such interest by such tax, shall

be irrevocable until such debt be paid: *And, provided, further*, that the law levying the tax shall be submitted to the people with the law authorizing the debt to be contracted.

19. The General Assembly shall never grant or authorize extra compensation, fee or allowance to any public officer, agent, servant or contractor, after service has been rendered or a contract made, nor authorize the payment of any claim, or part thereof, hereafter created against the State under any agreement or contract made without express authority of law; and all such unauthorized agreements or contracts shall be null and void: *Provided*, the General Assembly may make appropriations for expenditures incurred in suppressing insurrection or repelling invasion.

20. The State shall never pay, assume or become responsible for the debts or liabilities of, or in any manner give, loan or extend its credit to, or in aid of any public or other corporation, association or individual.

(Section 21 sets out the pay and expense money for members of the General Assembly.)

Special Legislation Prohibited

22. The General Assembly shall not pass local or special laws in any of the following enumerated cases, that is to say, for—

Granting divorces;

Changing the names of persons or places;

Laying out, opening, altering and working roads or highways;

Vacating roads, town plats, streets, alleys and public grounds;

Locating or changing county seats;

Regulating county and township affairs;

Regulating the practice in courts of justice;

Regulating the jurisdiction and duties of justices of the peace, police magistrates and constables;

Providing for changes of venue in civil and criminal cases;

Incorporating cities, towns or villages, or changing or amending the charter of any town, city or village;

Providing for the election of members of the board of supervisors in townships, incorporated towns or cities;

Summoning and impaneling grand or petit juries;

Providing for the management of common schools;

Regulating the rate of interest on money;

The opening and conducting of any election, or designating the place of voting;

The sale or mortgage of real estate belonging to minors or others under disability;

Protection of game, or fish;

Chartering or licensing ferries or toll bridges;

Remitting fines, penalties or forfeitures;

Creating, increasing or decreasing fees, percentages or allowances of public officers, during the term for which said officers are elected or appointed;

Changing the law of descent;

Granting to any corporation, association, or individual, the right to lay down railroad tracks, or amending existing charters for such purpose;

Granting to any corporation, association or individual any special or exclusive privilege, immunity or franchise whatever;

In all other cases where a general law can be made applicable, no special law shall be enacted.

23. The General Assembly shall have no power to release or extinguish, in whole or in part, the indebtedness, liability, or obligation of any corporation or individual to this State or to any municipal corporation therein.

Impeachment

24. The House of Representatives shall have the sole power of impeachment; but a majority of all the members elected must concur therein. All impeachments shall be tried by the Senate, and when sitting for that purpose, the senators shall be upon oath or affirmation to do justice according to law and evidence. When the Governor of the State is tried, the Chief Justice shall preside. No person shall be convicted without the concurrence of two-thirds of the senators elected. But judgment, in such cases, shall not extend further than removal from office, and disqualification to hold any office of honor, profit or trust under the government of this State. The party, whether convicted or acquitted shall, nevertheless, be liable to prosecution, trial, judgment and punishment according to law.

Miscellaneous

(Section 25 concerns fuel, stationery, and other necessary items furnished for the use of the state.)

26. The State of Illinois shall never be made defendants in any court of law or equity.

27. The General Assembly shall have no power to authorize lotteries or gift enterprises, for any purpose, and shall pass laws to prohibit the sale of lottery or gift enterprise tickets in this State.

28. No law shall be passed which shall operate to extend the term of any public officer after his election or appointment.

29. It shall be the duty of the General Assembly to pass such laws as may be necessary for the protection of operative miners, by providing for ventilation, when the same may be required, and the construction of escapement shafts, or such other appliances as may secure safety in all coal mines and to provide for the enforcement of said laws by such penalties and punishment as may be deemed proper.

(Sections 30 and 31 deal with access roads and drainage construction.)

32. The General Assembly shall pass liberal homestead and exemption laws.

33. The General Assembly shall not appropriate out of the State treasury, or expend on account of the new capitol grounds, and construction, completion and furnishing of the State house, a sum exceeding in the aggregate \$3,500,000.00, inclusive of all appropriations heretofore made, without first submitting the proposition for an additional expenditure to the legal voters of the State at a general election; nor unless a majority of all the votes cast at such election shall be for the proposed additional expenditure.

(Section 34 deals at length with the relations of the state to the laws of the city of Chicago.)

ARTICLE V

Executive Department

1. The executive department shall consist of a Governor, Lieutenant Governor, Secretary of State, Auditor of Public Accounts, Treasurer, Superintendent of Public Instruction, and Attorney General, who shall each hold his office for the term of four years from the second Monday of January next after his election and until his successor is elected and qualified. They shall, except the Lieutenant Governor, reside at the seat of government during their term of office, and keep the public records, books and papers there, and shall perform such duties as may be prescribed by law.

Treasurer

2. The treasurer shall hold his office for the

term of four years, and until his successor is elected and qualified, and shall be ineligible to said office for four years next after the end of the term for which he was elected. He may be required by the governor to give reasonable additional security, and in default of so doing his office shall be deemed vacant.

Election and Term of Office

3. An election for governor, lieutenant governor, secretary of state, auditor of public accounts, and attorney general, shall be held on the Tuesday next after the first Monday of November, in the year of our Lord 1872, and every four years thereafter; for superintendent of public instruction, and treasurer, on the Tuesday next after the first Monday of November, in the year 1958, and every four years thereafter at such places and in such manner as may be prescribed by law.

4. The returns of every election for the above named officers shall be sealed up and transmitted by the returning officers to the Secretary of State directed to "the Speaker of the House of Representatives," who shall, immediately after the organization of the House and before proceeding to other business, open and publish the same in the presence of a majority of each House of the General Assembly, who, shall, for that purpose, assemble in the hall of the House of Representatives. The person having the highest number of votes for either of said offices shall be declared duly elected; but if two or more have an equal, and the highest number of votes, the General Assembly shall, by joint ballot, choose one of such persons for said office. Contested elections for all of said offices shall be determined by both houses of the General Assembly, by joint ballot, in such manner as may be prescribed by law.

Eligibility

5. No person shall be eligible to the office of Governor or Lieutenant Governor who shall not have attained the age of 30 years, and been, for five years next preceding his election, a citizen of the United States and of this State. Neither the Governor, Lieutenant Governor, Auditor of Public Accounts, Secretary of State, Superintendent of Public Instruction nor Attorney General shall be eligible to any other office during the period for which he shall have been elected.

Governor

6. The supreme executive power shall be vested in the Governor, who shall take care that the laws be faithfully executed.

7. The Governor shall, at the commencement of each session, and at the close of his term of office, give to the General Assembly information, by message, of the condition of the State, and shall recommend such measures as he shall deem expedient. He shall account to the General Assembly, and accompany his message with a statement of all moneys received and paid out by him from any funds subject to his order, with vouchers, and at the commencement of each regular session present estimates of the amount of money required to be raised by taxation for all purposes.

8. The Governor may, on extraordinary occasions, convene the General Assembly, by proclamation, stating therein the purpose for which they are convened; and the General Assembly shall enter upon no business except that for which they were called together.

9. In case of a disagreement between the two houses with respect to the time of adjournment, the Governor may, on the same being certified to him by the house first moving the adjournment, adjourn the General Assembly to such time as he thinks proper, not beyond the first day of the next regular session.

10. The Governor shall nominate and, by and with the advice and consent of the Senate (a majority of all the Senators elected concurring by yeas and nays), appoint all officers whose offices are established by this Constitution, or which may be created by law, and whose appointment or election is not otherwise provided for; and no such officer shall be appointed or elected by the General Assembly.

11. In case of a vacancy, during the recess of the Senate, in any office which is not elective, the Governor shall make a temporary appointment until the next meeting of the Senate, when he shall nominate some person to fill such office; and any person so nominated who is confirmed by the Senate (a majority of all the Senators elected concurring by yeas and nays), shall hold his office during the remainder of the term, and until his successor shall be appointed and qualified. No person, after being rejected by the Senate, shall be again nominated for the same office, at the same session, unless at the request of the Senate, or be appointed to the

same office during the recess of the General Assembly.

12. The Governor shall have the power to remove any officer whom he may appoint, in case of incompetency, neglect of duty or malfeasance in office; and he may declare his office vacant and fill the same as is herein provided in other cases of vacancy.

13. The Governor shall have power to grant reprieves, commutations and pardons, after conviction, for all offenses, subject to such regulations as may be provided by law relative to the manner of applying therefor.

14. The Governor shall be commander-in-chief of the military and naval forces of the State (except when they shall be called into the service of the United States); and may call out the same to execute the laws, suppress insurrection and repel invasion.

15. The Governor and all civil officers of the State shall be liable to impeachment for any misdemeanor in office.

Veto

16. Every bill passed by the General Assembly shall, before it becomes a law, be presented to the Governor. If he approve he shall sign it, and thereupon it shall become a law; but if he do not approve, he shall return it with his objections to the house in which it shall have originated, which house shall enter the objections at large upon its journal and proceed to reconsider the bill. If then two-thirds of the members elected agree to pass the same, it shall be sent, together with the objections, to the other House, by which it shall likewise be reconsidered; and if approved by two-thirds of the members elected to that house, it shall become a law notwithstanding the objections of the Governor; but in all such cases the vote of each house shall be determined by yeas and nays, to be entered *upon* the journal. Bills making appropriations of money out of the treasury shall specify the objects and purposes for which the same are made, and appropriate to them respectively their several amounts in distinct items and sections. And if the Governor shall not approve any one or more of the items or sections contained in any bill but shall approve the residue thereof, it shall become a law, as to the residue, in like manner as if he signed it. The Governor shall then return the bill, with his objections to the items or sections of the same not approved by him, to the house in

which the bill shall have originated, which house shall enter the objections at large upon its journal, and proceed to reconsider so much of said bill as is not approved by the Governor. The same proceedings shall be had in both houses in reconsidering the same as is hereinbefore provided in case of an entire bill returned by the Governor with his objections; and if any item or section of said bill not approved by the Governor shall be passed by two-thirds of the members elected to each of the two houses of the General Assembly, it shall become part of said law, notwithstanding the objections of the Governor. Any bill which shall not be returned by the Governor within ten days (Sundays excepted) after it shall have been presented to him shall become a law in like manner as if he had signed it, unless the General Assembly shall by their adjournment prevent its return in which case it shall be filed with his objections in the office of the Secretary of State, within ten days after such adjournment, or become a law.

Lieutenant Governor

17. In case of the death, conviction on impeachment, failure to qualify, resignation, absence from the State, or other disability of the Governor the powers, duties and emoluments of the office for the residue of the term, or until the disability shall be removed, shall devolve upon the Lieutenant Governor.

18. The Lieutenant Governor shall be President of the Senate, and shall vote only when the Senate is equally divided. The Senate shall choose a president, *pro tempore*, to preside in case of the absence or impeachment of the Lieutenant Governor, or when he shall hold the office of Governor.

19. If there be no Lieutenant Governor, or if the Lieutenant Governor shall, for any of the causes specified in section seventeen of this article become incapable of performing the duties of the office, the President of the Senate shall act as Governor until the vacancy is filled or the disability removed; and if the President of the Senate, for any of the above named causes, shall become incapable of performing the duties of Governor, the same shall devolve upon the Speaker of the House of Representatives.

Other State Officers

20. If the office of Auditor of Public Accounts, Treasurer, Secretary of State, Attorney

General, or Superintendent of Public Instruction shall be vacated by death, resignation or otherwise, it shall be the duty of the Governor to fill the same by appointment, and the appointee shall hold his office until his successor shall be elected and qualified in such a manner as may be provided by law. An account shall be kept by the officers of the executive department, and of all the public institutions of the State, of all moneys received or disbursed by them severally, from all sources, and for every service performed, and a semi-annual report thereof be made to the Governor, under oath; and any officer who makes a false report shall be guilty of perjury, and punished accordingly.

21. The offices of the executive department, and of all the public institutions of the State, shall, at least ten days preceding each regular session of the General Assembly, severally report to the Governor, who shall transmit such report to the General Assembly, together with the reports of the judges of the Supreme Court of defects in the Constitution and laws; and the Governor may at any time require information, in writing, under oath, from the officers of the executive department, and all officers and managers of State institutions, upon any subject relating to the conditions, management and expenses of their respective offices.

The Seal of State

22. There shall be a seal of the State, which shall be called the "Great Seal of the State of Illinois," which shall be kept by the Secretary of State, and used by him, officially, as directed by law.

Fees and Salaries

23. The officers named in this article shall receive for their services a salary, to be established by law, which shall not be increased or diminished during their official terms, and they shall not, after the expiration of the terms of those in office at the adoption of this Constitution, receive to their own use any fees, costs, perquisites of office, or other compensation. And all fees that may hereafter be payable by law for any services performed by any officer provided for in this article of the Constitution, shall be paid in advance into the State treasury.

Definitions and Oath of Office

24. An office is a public position created by the Constitution or law, continuing during the

pleasure of the appointing power, or for a fixed time with a successor elected or appointed. An employment is an agency, for a temporary purpose, which ceases when that purpose is accomplished.

25. All civil officers, except members of the General Assembly and such inferior officers as may be by law exempted, shall, before they enter on the duties of their respective offices, take and subscribe the following oath or affirmation:

"I do solemnly swear (or affirm, as the case may be) that I will support the Constitution of the United States and the Constitution of the State of Illinois, and that I will faithfully discharge the duties of the office of according to the best of my ability."

And no other oath, declaration or test shall be required as a qualification.

ARTICLE VI

Judicial Department

1. The judicial powers, except as in this article is otherwise provided, shall be vested in one Supreme Court, circuit courts, county courts, justices of the peace, police magistrates, and in such courts as may be created by law in and for cities and incorporated towns.

Supreme Court

2. The Supreme Court shall consist of seven judges, and shall have original jurisdiction in cases relating to the revenue, in *mandamus* and *habeas corpus*, and appellate jurisdiction in all other cases. One of said judges shall be Chief Justice; four shall constitute a quorum, and the concurrence of four shall be necessary to every decision.

3. No person shall be eligible to the office of judge of the Supreme Court unless he shall be at least thirty years of age, and a citizen of the United States, nor unless he shall have resided in this State five years next preceding his election, and be a resident of the district in which he shall be elected.

(Section 4 provides the meeting places for the Supreme Court.)

(Section 5 divides the state into Supreme Court districts.)

6. At the time of voting on the adoption of this Constitution, one judge of the Supreme Court shall be elected by the electors thereof, in each of said districts numbered two, three, six and seven, who shall hold his office for the term of nine years from the first Monday of

June, in the year of our Lord one thousand eight hundred and seventy. The term of office of judges of the Supreme Court, elected after the adoption of this Constitution, shall be nine years; and on the first Monday of June of the year in which the term of any of the judges in office at the adoption of this Constitution, or of the judges then elected, shall expire, and every nine years thereafter, there shall be an election for the successor or successors of such judges in the respective districts wherein the term of such judges shall expire. The Chief Justice shall continue to act as such until the expiration of the term for which he was elected, after which the judges shall choose one of their number Chief Justice.

(Section 7 provides a salary for Supreme Court judges.)

(Section 8 provides for appeals.)

9. The Supreme Court shall appoint one reporter of its decisions, who shall hold his office for six years, subject to removal by the court.

(Section 10 sets forth how and when clerks for each Supreme Court district shall be elected.)

Appellate Courts

11. After the year of our Lord one thousand eight hundred and seventy four, inferior appellate courts, of uniform organization and jurisdiction, may be created in districts formed for that purpose, to which such appeals and writs of error as the General Assembly may provide, may be prosecuted from circuit and other courts, and from which appeals and writs of error shall lie to the Supreme Court, in all criminal cases, and cases in which a franchise, or freehold, or the validity of a statute is involved, and in such other cases as may be provided by law. Such appellate courts shall be held by such number of judges of the circuit courts, and at such times and places, and in such manner as may be provided by law; but no judge shall sit in review upon cases decided by him; nor shall said judges receive any additional compensation for such services.

Circuit Courts

12. The circuit courts shall have original jurisdiction of all causes in law and equity, and such appellate jurisdiction as is or may be provided by law, and shall hold two or more terms each year in every county. The terms of office of judges of circuit courts shall be six years.

(Section 13 provides for judicial circuits.)
(Section 14 deals with the time of holding circuit courts.)

(Section 15 allows for an increase in the number of circuit court judges.)

(Section 16 sets forth the salary of the judges.)

17. No person shall be eligible to the office of judge of the circuit or any inferior court, or to membership in the "board of county commissioners," unless he shall be at least twenty-five years of age and a citizen of the United States, nor unless he shall have resided in this State five years next preceding his election, and be a resident of the circuit, county, city, cities or incorporated town in which he shall be elected.

County Courts

18. There shall be elected in and for each county, one county judge and one clerk of the county court, whose term of office shall be four years. County courts shall be courts of record, and shall have original jurisdiction in all matters of probate, settlement of estates of deceased persons, appointment of guardians and conservators and settlement of their accounts, in all matters relating to apprentices, and in proceedings for the collection of taxes and assessments, and such other jurisdiction as may be provided for by general law.

19. Appeals and writs of error shall be allowed from final determinations of county courts, as may be provided by law.

Probate Courts

(Section 20 provides for probate courts to be established.)

Justices of the Peace and Constables

21. Justices of the peace, police magistrates and constables shall be elected in and for such districts as are, or may be provided by law, and the jurisdiction of such justices of the peace and police magistrates shall be uniform.

State's Attorneys

22. At the election for members of the General Assembly in the year of our Lord one thousand eight hundred and seventy-two, and every four years thereafter, there shall be elected a State's attorney in and for each county, in lieu of the State's attorney now provided by law, whose term of office shall be four years.

Courts of Cook County

23. The county of Cook shall be one judicial circuit. (The remainder of the section provides for the number of judges.)

24. The judge having the shortest unexpired term shall be Chief Justice of the court of which he is a judge. In case there are two or more whose terms expire at the same time, it may be determined by lot which shall be Chief Justice. Any judge of either of said courts shall have all the powers of a circuit judge, and may hold the court of which he is a member. Each of them may hold a different branch thereof at the same time.

(Section 25 provides for salaries.)

(Section 26 deals with the Criminal Court of Cook County.)

(Section 27 provides for court clerks.)

(Section 28 provides for justices of the peace in Chicago.)

General Provisions

29. All judicial officers shall be commissioned by the Governor. All laws relating to courts shall be general, and of uniform operation; and the organization, jurisdiction, powers, proceedings and practice of all courts of the same class or grade, so far as regulated by law, and the force and effect of the process, judgments and decrees of such courts, severally, shall be uniform.

30. The General Assembly may, for cause entered on the journals, upon due notice and opportunity of defense, remove from office any judge, upon concurrence of three-fourths of all the members elected, of each house. All other officers in this article mentioned shall be removed from office on prosecution and final conviction for misdemeanor in office.

31. All judges of courts of record, inferior to the Supreme Court, shall on or before the first day of June of each year, report in writing to the judges of the Supreme Court such defects and omissions in the laws as their experience may suggest; and the judges of the Supreme Court shall, on or before the first day of January of each year, report in writing to the Governor such defects and omissions in the Constitution and laws as they may find to exist, together with appropriate forms of bills to cure such defects and omissions in the laws. And the judges of the several circuit courts shall report to the next General Assembly the number of days they have held court, in the several

counties composing their respective circuits, the preceding two years.

32. All officers provided for in this article shall hold their offices until their successors shall be qualified, and they shall respectively, reside in the division, circuit, county or district for which they may be elected or appointed. The terms of office of all such officers, where not otherwise prescribed in this article, shall be four years. All officers, where not otherwise provided for in this article, shall perform such duties and receive such compensation as is or may be provided by law. Vacancies in such elective offices shall be filled by election; but where the unexpired term does not exceed one year the vacancy shall be filled by appointment, as follows: Of judges, by the Governor; of clerks of courts, by the court to which the office appertains, or by the judge or judges thereof; and of all such other offices, by the board of supervisors, or board of county commissioners, in the county where the vacancy occurs.

33. All process shall run: *In the name of the People of the State of Illinois*; and all prosecutions shall be carried on: *In the name and by the authority of the People of the State of Illinois*; and conclude: *Against the peace and dignity of the same*. "Population," wherever used in this article, shall be determined by the next preceding census of this State or of the United States.

ARTICLE VII

Suffrage

1. Every person having resided in this State one year, in the county ninety days and in the election district thirty days next preceding any election therein, who was an elector in this State on the first day of April, in the year of our Lord, one thousand eight hundred and forty-eight, or obtained a certificate of naturalization, before any court of record in this State, prior to the first day of January, in the year of our Lord, one thousand eight hundred and seventy, or who shall be a male citizen of the United States, above the age of 21 years, shall be entitled to vote at such election.

2. All votes shall be by ballot.

3. Electors shall, in all cases except treason, felony or breach of the peace, be privileged from arrest during their attendance at elections and in going to and returning from the same. And no elector shall be obliged to do military duty on the days of election, except in time of

war or public danger.

4. No elector shall be deemed to have lost his residence in this State by reason of his absence on the business of the United States or of this State, or in the military or naval service of the United States.

5. No soldier, seaman or marine in the army or navy of the United States, shall be deemed a resident of this State in consequence of being stationed therein.

6. No person shall be elected or appointed to any office in this State, civil or military, who is not a citizen of the United States, and who shall not have resided in this State one year next preceding the election or appointment.

7. The General Assembly shall pass laws excluding from the right of suffrage persons convicted of infamous crimes.

ARTICLE VIII

Education

(See Chapters 5 and 6 of the text for a discussion of the state and education.)

ARTICLE IX

Revenue

(This long article deals with various items about taxes, which we discussed in Chapters 5 and 6.)

ARTICLE X

Counties

(See Chapter 6 of the text.)

ARTICLE XI

Corporations

(Entire article deals with general and specific kinds of corporations in Illinois.)

ARTICLE XII

Militia

1. The militia of the State of Illinois shall consist of all able-bodied male persons, resident in the State, between the ages of 18 and 45, except such persons as now are or hereafter may be exempted by the laws of the United States or of this State.

2. The General Assembly, in providing for the organization, equipment and discipline of the militia, shall conform as nearly as practicable to the regulations for the government of the armies of the United States.

3. All militia officers shall be commissioned by the Governor, and may hold their commis-

sions for such time as the General Assembly may provide.

4. The militia shall, in all cases, except treason, felony or breach of the peace, be privileged from arrest during their attendance at musters and elections, and in going to and returning from the same.

5. The military records, banners and relics of the State shall be preserved as an enduring memorial of the patriotism and valor of Illinois, and it shall be the duty of the General Assembly to provide by law for the safekeeping of the same.

6. No person having conscientious scruples against bearing arms shall be compelled to do militia duty in the time of peace, *Provided*, such person shall pay an equivalent for such exemption.

ARTICLE XIII

Warehouses

(This article deals with warehouses for storing grain.)

ARTICLE XIV

Amendments to the Constitution

1. Whenever two-thirds of the members of each house of the General Assembly shall, by a vote entered upon the journals thereof, concur that a convention is necessary to revise, alter or amend the Constitution, the question shall be submitted to the electors at the next general election. If a majority voting at the election vote for a convention, the General Assembly shall, at the next session, provide for a convention, to consist of double the number of members of the Senate, to be elected in the same manner, at the same places and in the same districts. The General Assembly shall, in the Act calling the convention, designate the day, hour and place of its meeting, fix the pay of its members and officers, and provide for the payment of the same, together with the expenses necessarily incurred by the convention in the performance of its duties. Before proceeding, the members shall take an oath to support the Constitution of the United States, and of the State of Illinois, and to faithfully discharge their duties as members of the convention. The qualification of members shall be the same as that of members of the Senate, and

vacancies occurring shall be filled in the manner provided for filling vacancies in the General Assembly. Said convention shall meet within three months after such election and prepare such revision, alteration or amendments of the Constitution as shall be deemed necessary, which shall be submitted to the electors for their ratification or rejection, at an election appointed by the convention for that purpose, not less than two nor more than six months after the adjournment thereof; and unless so submitted, and approved by a majority of the electors voting at the election, no such revision, alteration or amendments shall take effect.

2. Amendments to this Constitution may be proposed in either House of the General Assembly, and if the same shall be voted for by two-thirds of all the members elected to each of the two houses, such proposed amendments, together with the yeas and nays of each house thereon, shall be entered in full on their respective journals, and said amendments shall be submitted to the electors of this State for adoption or rejection, at the next election of members of the General Assembly, in such manner as may be prescribed by law. Each proposed amendment shall be published in full at least three months preceding the election, and if either a majority of the electors voting at said election or two-thirds of the electors voting on any such proposed amendment shall vote for the proposed amendment, it shall become a part of this Constitution. But the General Assembly shall have no power to propose amendments to more than three articles of this Constitution at the same session, nor to the same article oftener than once in four years. The proposition for the adoption or rejection of the proposed amendment or amendments shall be printed on a separate ballot or in a separate column on the ballot as the General Assembly by law may provide and the votes thereon shall be cast by voting upon such separate ballot or in such separate column as the case may be.

SECTIONS SEPARATELY SUBMITTED

Illinois Central Railroad.

Illinois and Michigan Canal.
Municipal Subscriptions to corporations.

Index

This index will be more useful to you if you understand its system of alphabetical arrangement. It is based on the "one word at a time" method (not on the "letter by letter" method used in dictionaries, encyclopedias, and library catalogs, which contain longer and more complicated listings).

Boldface entries are alphabetized by being broken into separate words—La Salle, for instance, is regarded as La plus Salle; so the entry La Salle precedes labor and Lacon. Similarly, De Kalb and De Witt precede Decatur.

Abbreviations, such as St. and U.S., and numbers, as in 4-H, are alphabetized as if they were spelled out (unless the abbreviation is regarded as a name by itself, as in FBI and W.C.T.U.).

In cases where a person and a place have the same name, the person precedes the place—for example, Joliet (the man) precedes Joliet (the city).

Italic letters before page references tell you what illustrative material you will find: *d.* stands for *diagram*; *g.* stands for *graph*; *m.* stands for *map*; *p.* stands for *picture*; *t.* stands for *table*.

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